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An Interpretive Study of the Use of Paraprofessional Aides in Education.

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This document summarizes and interprets the findings of a study of teacher aide programs operating in 19 school districts throughout the country. An in-depth interview approach was used with teachers, administrators, parents, and paraprofessional aides in each district. ("Paraprofessionals" are here defined as those who perform functions previously performed only by teachers--i.e., instructional, administrative, and social service functions, rather than routine hall, playground, or lunchroom monitoring.) The results of these interviews and of background research are summarized under the following headings: (1) roles and functions of aides, (2) career progression for aides, (3) recruitment, selection, placement, and reassignments of aides, (4) training programs, (5) evaluation of job performance and aide programs, and (6) information on funding and administration of aide programs. Following this summarizing section is a more thorough discussion of each of the above topics, including a comparative analysis of the 19 programs studied and descriptions of specific materials and procedures which are intended to be of practical value in the initiation and/or implementation of a teacher aide program. Appendixes include a guide for the interview survey used by the study group and an outline of a preservice training course for social worker and teacher aides from the Minneapolis Public Schools. (JS)

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AN INTERPRETIVE STUDY OF THE USE OF PARAPROFESSIONAL AIDES IN EDUCATION

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I INTRODUCTION

Paraprofessional or education aides have been used in some schools in the United States for many years. However, only in the past five years--with federal support in the form of ESEA, OEO, MDTA, EPDA, and other programs--has the use of such aides become widespread. A great many schools and communities now have such programs, others are developing them, and still others would probably do so if resources and information were available to them. The purpose of the study reported here was to examine research and development findings in this area and to interpret, summarize, and comment critically on this work so as to provide information that will be useful to any school district wishing to initiate a teacher aide program or alter an existing one.

The primary reason for using aides has been to free teachers to perform the professional functions for which they are uniquely qualified by training and experience. These functions include analyzing and diagnosing the learning needs of pupils, planning and implementing educational activities to meet those needs, and creating an atmosphere conducive to learning in the classroom. In the traditional classroom, the teacher's time is often taken up in clerical and housekeeping duties to such an extent that performance of primary functions is impaired. Some of the professional functions can be delegated with teacher supervision. However, aides should not be regarded as substitutes for teachers or as a means of giving teachers responsibility for more pupils to cut costs.

Aides are usually hired from the immediate school community and are often from the disadvantaged sectors of the community. Consequently, they may also serve very effectively as a link between the community and the schools. Further, they may be better able to communicate with parents who are reluctant to discuss their children's problems with the largely middle-class teaching and administrative staff and to interpret their communications to the school. They can also serve as adult models for the children and as individuals with whom children can more readily establish satisfying relationships.

Thus, shortages of teachers and of teaching time and the need for extraordinary school services, particularly for the disadvantaged, have made it desirable and, indeed, essential that new staffing patterns be developed, using community resources to the fullest extent possible.

Some definition of terms is required to clarify the discussion in the remainder of this volume. The term "paraprofessional" connotes aides whose functions are more complex than routine hall, playground, or lunchroom monitoring. Paraprofessional activities include some functions previously performed only by teachers, which aides now perform under close professional supervision. These activities are in a broad area somewhere between clerical and full professional duties. Many school districts do not use the term "paraprofessional" but refer to "teaching aides," "community aides," "clerical aides," or simply "aides." These terms may include functions that can be described accurately as "paraprofessional," but they may also include more routine functions. Most of the discussion in this report is concerned with activities that are more than routine, since this area is of primary concern in most school districts. Confusion will be avoided by using precise functional descriptions of aide activities in this report.

The published material on the teaching aide concept is both voluminous and diverse. Most of it tends to be descriptive and anecdotal, although there are striking exceptions, such as the work published by Bank Street College of Education concerning the operation and systematic study of a variety of aide programs in many parts of the United States. In addition to such published materials, there are great quantities of documents from school districts and states, but most of these materials can be obtained only through direct contact with the states or districts producing them or through meetings and conferences. They are often very valuable, but their existence and availability is not widely known, so their influence is less extensive than is desirable.

In the early stages of the project, a great many materials, both published and unpublished, were gathered and studied. It soon became apparent, however, that if the study was to produce the practical information needed by local school districts to plan, implement, and alter aide programs, it would be necessary for the project team to go beyond printed materials and conduct interviews in depth in a variety of school districts. Visits to schools also would provide opportunities for observing aides in action, conversing with them, and acquiring information not always included in published reports of programs.

A comprehensive interview guide was developed, covering the following topics:

- Program Characteristics
- Problems encountered in connection with any part of the program

- Sources of funding
- Relationship of aides to the classified or certificated personnel system
- Roles and functions of aides
- Support services provided to aides
- Planning and implementation of aide program
- Recruitment
- Selection
- Placement
- Training
- Supervision
- Evaluation of aide performance
- Evaluation of program
- Turnover
- School district characteristics

The entire guide is reproduced in Appendix A.

Interviews were conducted on-site by one, two, or three interviewers. As many as six individuals were interviewed in some districts. Interviews occupied two to four hours on the average, but some ran for a full day and in one district, two days were occupied. There was ample opportunity to explore all facets of the aide programs in most cases.

Districts for interviewing were chosen in the basis of prior knowledge of the general nature of their aide programs. Those selected were to be representative of urban, suburban, and rural environments, as well as provide regional representation. Districts with varying amounts and kinds of financial support and of different sizes, geographical dispersion, and ethnic composition were included. Finally, some striking or unusual aide programs were included in the sample. Some districts originally selected could not be included for one reason or another, but in general

the desired representation was achieved. On-site interviews were held in Atlanta, Georgia; Cincinnati, Ohio; Fremont, California; Kansas City, Missouri; Las Vegas, Nevada; Los Angeles, California; Miami, Florida; Minneapolis, Minnesota; Newark, New Jersey; Oakland, California; Prince George's County, Maryland; San Antonio, Texas; San Francisco, California; San Jose, California; San Lorenzo, California; Vallejo, California; Washington, D.C.; Waterloo, Iowa; and Wilmington, Delaware. In addition to those full-scale interviews, discussions were held with personnel from a number of other districts, including Fayetteville, Arkansas; Odessa, Texas; Phoenix, Arizona; and Pike County, Alabama. Most of these discussions took place at a teacher aide conference sponsored by the Southwestern Cooperative Educational Laboratory in Albuquerque, New Mexico. Locally produced materials from a variety of other districts and states were also obtained at the conference.

All of the sources were used in writing the report. The names and addresses of individuals who can provide additional information on aide programs are given in Appendix B.

II SUMMARY

Program and Aide Characteristics

Programs vary a great deal depending on local needs, sources and amount of funding, availability of personnel, and the like. Most of the programs are funded under Title I, ESEA, and income and residence requirements determine the kinds of aides that can be hired. Other federal funding, local funding, or foundation funding may place fewer limitations on the types and characteristics of aides to be employed. It is clear, in any case, that aides from different backgrounds, with varying amounts of education and work experience, and of different ages can all function effectively with appropriate orientation, training, supervision, and working conditions. For example, those with only a high school education--and even high school dropouts--have been employed effectively as aides as have individuals with postgraduate university training. The age range is from the teens to the seventies. Work experience varies from none to nearly lifetime careers in a wide variety of fields. Certain common characteristics seem to lead to success, however. They include a sympathetic understanding and liking for children, ability to speak and write clearly (although not necessarily in rigid adherence to all of the rules of language), adaptability, dependability, good grooming, acceptance of supervision, personal warmth, ability to relate to others, and interest in self-improvement. Aides function at levels from preschool through high school although they are concentrated in the primary grades.

Roles and Functions of Aides

Three basic types of aides are employed in education:

- Instructional
- Administrative and clerical
- Community and social service

Instructional aides assist the teacher in the classroom. Their duties may include such clerical tasks as taking roll, preparing materials, audio-visual devices, tutoring or drilling individual pupils or small groups under the teacher's directions, supervising the class in the absence of the teacher for short periods, correcting objective tests or papers, or

assisting students individually. Their community tasks can include formal or informal contacts with parents, by telephone or in person; attending teacher conferences with parents; and helping teachers to understand the problems and needs of parents and other community members associated with the schools. Instructional aides usually do not serve as substitute teachers, take over classes during the prolonged absence of teachers, perform direct disciplinary functions, plan instruction independently, or grade nonobjective papers.

Administrative or clerical aides work in school or district offices or for one or more teachers on strictly clerical tasks, such as typing, telephone answering, record-keeping, duplicating materials, and overseeing and storing supplies. They also serve as hall, lunchroom, or playground monitors or as lunchroom workers.

Community or social service aides are concerned with attendance problems, working with both parents and children. They assist the teacher and work with parents and children to overcome behavior problems. They may help parents to understand school rules. They refer parents to various social agencies in connection with problems relating to the education of their children. They interpret the needs, insufficiencies, and insecurities of parents and children to school staff members. They visit the children's homes either with or without the teacher to maintain liaison between the school and the community.

Some aides perform all or nearly all of the tasks described above. The duties of others are much more limited.

Career Development

Career development is also an important factor in the success of a teacher aide program. Those programs that offer opportunities for career progression seem to be the most effective from the point of view of both the schools and the aides. Some aides are content to continue to perform simple tasks at low pay without significant advancement, but for others the opportunity for advancement and increased responsibility is important. Their services to the school, community, and themselves are greatly enhanced if they can anticipate promotion as their training and experience increase. The primary concern of aide programs is to improve the learning environment for children, but a very important secondary concern is the employment and vocational development of individuals who have never been employed before or have been employed only in menial tasks. The entire society benefits when such individuals can do useful work with increasing responsibilities. The provision of career opportunities is fundamental in the creation of a positive self-image.

Program Planning and Implementation

It is essential that information be provided for the critical areas of program planning and implementation. In most of the cases examined, however, there was insufficient time for effective planning and useful information was unavailable. Proposals for ESEA, Title I funds were often written hurriedly to get necessary programs started as quickly as possible. With few exceptions, respondents in the study indicated that they would have liked more time or information or both in planning their programs. The result has been a need to alter programs, sometimes radically, in the second year. The changes were usually based on the experience of the district in question, rather than on any additional information that became available. In many cases, change was both necessary and desirable, but it was less efficient and less appropriate than might have been the case if useful information from other districts could have been found.

Frequently, it was not possible to bring teachers, parents, or other interested community members into the planning process to ensure a plan that would have a maximum chance of acceptance. The desirability of such involvement, particularly by teachers, is clear from this study. Unless teachers are involved, they may tend to reject the program without an adequate trial or fail to support it to the extent necessary to ensure that the problems that are certain to develop in the early stages of implementation are met effectively.

Teachers have often shown great concern when the subject of aides is broached because they fear that aide programs will be used to give them primary responsibility for larger numbers of pupils and, therefore, increase rather than decrease the amount of work they must perform. They have also been concerned about being downgraded professionally by having another adult in the classroom doing jobs for which the teacher is uniquely qualified and has been trained at great time and expense. Most teachers are not accustomed to supervising other adults, and they are often concerned that they will not be able to keep the aides busy. Since aides usually are hired from the immediate school community, teachers often feel that they may discuss teaching deficiencies, which they are not competent to assess, with other community members, thus bringing about unfair judgments of the teacher's ability.

Most of these problems can be overcome if teachers are given responsible roles in planning and implementing aide programs.

It is also useful, where possible, to involve local community action agencies or other groups concerned with combating poverty in any aide program in which poverty-level aides are to be used.

Implementation of the program requires the involvement of a variety of individuals at all levels in the district. Principals have key roles in implementation, since they are concerned with the hiring, placement and overall supervision of aides in their schools. The use of aides may require changes in organization and in the roles of many individuals in a school. Since such changes are highly important to principals, they should have a significant part in both the planning and implementing of the aide programs to ensure that their needs and desires are met to the greatest extent possible.

All groups need to be shown that the aide plan can be implemented without placing undue strain on already overburdened supervisory personnel. With appropriate planning and organization, aide programs can be managed and supervised effectively without adding substantial effort to the work of any individual in the school system.

Recruitment, Selection, and Placement

After planning has taken place, the primary management task is to recruit, select, and place aide personnel.

Recruiting has been found to be very simple. In most communities, there are substantial numbers of qualified individuals who are eager to become actively involved as educational practitioners. The additional money, even though it is usually not a large amount, supplements what are often very low family incomes. The opportunity to assist in the education of the community's children is welcomed because of the almost universal recognition that education is the key to the future. Typically, there is a large pool of applicants from which to choose. Recruiting them may require no more than notices sent home from the school with the children. At most, announcements in local newspapers or on radio stations are used.

Screening criteria vary widely. They may include education, experience, family income, arrest records, age, residence, language skills, and health or any combination.

The most common educational requirement is a high school diploma or its equivalent. However, some programs have deliberately sought out those with less than high school educations on the grounds that they might understand and empathize with the children and be able to help them with

educational deficiencies, while at the same time improving their own educations. Other programs have employed high school students still in high school. In those systems in which aides are employed at a number of career levels, the requirement for the upper levels may be for two years or more of college training.

Experience is usually not required, and many aides have had no previous employment. Any prior work with children is regarded as a positive factor, however, whether it has been voluntary or paid.

Family income below a certain level (usually $4,000) is a requirement of a number of Title I, ESEA programs. Related to this requirement is the condition that the aides live in the vicinity of the school to which they will be assigned. This condition, again, is an attempt to involve the disadvantaged in the educational process. It has the secondary effect of providing a necessary supplement to poverty-level incomes. Further more, it allows disadvantaged children to see someone with the same background as themselves gainfully and usefully employed, thus helping to enhance their self-image by example.

Some programs have age restrictions, but usually they are not stringent, and in many cases there are no limits at all. Two federally funded programs employ only persons over 55.

Health criteria exist for almost all aide programs. Usually, this requirement is a matter of state law, in that individuals working in certain jobs (as with children) must pass physical examinations before they can be employed. The health requirements for aides, thus, are usually the same as those for teachers.

In some programs, tests are given to assess general levels of skill in language or mathematics. Since the focus of many programs is on language education, basic skills in both speech and writing are regarded as essential. Clarity in speech and writing is the essential requirement. Strict adherence to rules of grammar is not stressed, although the aide often is expected to enhance his skills in this respect as he works. The ability to communicate with disadvantaged children or children of ethnic minorities frequently is more important than any other attribute, since middle class teachers often have great difficulty in understanding and communicating with those children. Aides who speak the special language of such children may be enormously useful in the educational process whether or not they speak English correctly.

Many programs search for bilingual aides, because of the large numbers of students whose first language is not English. Here again, the contributions of such aides can be enormous.

There are no requirements as to the sex of the aide. In practice, most aides are women, because men are often reluctant to assume such roles or simply cannot afford to take employment at the usual salary levels for aides. In almost all programs, strong efforts are made to recruit men because it is felt that many of the children need a male image.

Similarly, there are no stated ethnic backgrounds, but many districts make special efforts to recruit minority members.

Arrest and conviction records are always considered but conviction on minor offenses may not be grounds for refusal of employment. Certain offenses, such as child molestation, make rejection mandatory, of course.

Selection procedures almost always require that the applicant complete an application blank (often the one used for all noncertified personnel in the school system) and be interviewed one or more times. The purpose of the interviews is to assess personal qualities that are thought to be important for aides, including ability to relate to others, interest in children, flexibility, adaptability, grooming, manner, and interest in self-improvement. The interviews may be conducted by the district personnel department, but more often, the principal is the key figure. One or more teachers may also interview candidates, either with or without the principal present. Candidates may be interviewed by more than one interviewer simultaneously, and occasionally more than one candidate is interviewed at the same time. The latter procedure is felt to reduce candidate anxieties by providing support from their peers.

The principal usually makes the final selection of aides for his school. He may handle the entire procedure himself from recruiting through hiring and simply report his action to the personnel office, or he may receive a list of eligible candidates from the personnel office, from which he makes his selection. There are many variations within the range of procedures.

After aides have been selected, placement is the next step. ESEA, Title I funding usually requires that aides can be assigned only to target area schools--that is, those having significant proportions of economically disadvantaged children. Local or other funding permits assignment to any school, but in practice aides usually are assigned in those schools that have the greatest need. In the early stages of most programs, the

tendency was to distribute the total number of aides that could be hired evenly over all of the eligible schools. This approach often meant that a particular school might only have one or two aides. In some places, experimentation with placement has indicated that assignment of all aides to a smaller number of schools is desirable. Thus, as many as five aides have been assigned to one classroom. In one district, however, the feeling was that the assignment of more than one aide per teacher places too much of a supervisory burden on the teacher. The consensus is that aide programs pay greater dividends if aides are concentrated in a few schools, although not necessarily assigned to only a few teachers in those schools.

Within the school, assignment is normally the prerogative of the principal. He may assign an aide to one teacher, for whom she works exclusively, or to more than one supervising teacher. Aides may be reassigned as the need changes. They may work out of the principal's office or perform clerical tasks for his office and not be assigned to teachers or instruction-related tasks at all. It is generally considered desirable to assign an aide to no more than two supervisors and preferably only one. The principal may reassign her at will, and in most cases he has the authority to discharge as well, although the latter rarely occurs.

Role Changes

The introduction of aides into the school environment inevitably brings about changes in the roles of other staff members. If aides have instruction-related functions, teachers must usually assume supervisory roles that they had not previously had. In one case, the teaching duties of one teacher in each school have been reduced by half so that she can devote more time to the overall supervision of the aides in the school and serve as their adviser. Most teachers have no experience in supervising other adults. Consequently, they often tend to be concerned about their ability to plan and implement the work of aides. The first concern is usually that the aide cannot be kept busy. However, after some experience has been gained, it is usually clear that there is more than enough work to occupy the aide's time.

Planning in collaboration with aides is desirable after the aides also have gained some experience. Most teachers feel that they do not have sufficient time for such cooperative planning or for the discussion of problems, and that aides could be used much more effectively if such time were provided during working hours by readjusting schedules. In those cases in which an aide is assigned to two or more teachers, planning

and instructional operations become more complex, since teachers now must work cooperatively with respect to sharing the aide's time and conflicts are certain to arise.

The principal's role changes also, since the introduction of an aide program entails added duties and the reorganization of school operations to make most effective use of aides. The principal must ensure that aide functions are smoothly articulated into school operations and cope with conflicts among aides or between aides and teachers, as well.

Training

Training should be considered within the broad context of requirements for teachers and others as well as aides. Planning for training should take into account the altered roles and added duties of teachers or others who are assigned special responsibility in the aide program.

Typically, no preservice training is given to aides. At most, they are given a brief orientation as to their duties and responsibilities. Similarly, teachers who are to work with aides are rarely given any training prior to the time the aide reports for work. Most respondents in the study felt that some preservice training should be given to both aides and teachers. In one case, it was possible to schedule six weeks of such training including practical exercises. Preservice training of this length is usually impractical, but even a few days would be helpful, especially if both teachers and aides participated.

There are many varieties of in-service training for aides. Informal, on-the-job training is most common. Self-study materials can be provided, but often the aide simply reports for work and training takes place as she performs her various duties. If she is expected to operate audio-visual devices, as is often the case, she usually is trained to do so by someone other than the teacher. Formal classes in certain aspects of aide functioning can be set up in the school or in the district. Aides are usually paid for the time they spend in such classes, although they may be required to attend after hours. Certainly, the former arrangement is desirable and usually feasible, since the amount of time spent in such classes is limited.

Formal training in local educational institutions, with specially designed aide courses, is still uncommon, although many aides attend classes on their own time as a means of improving their education generally, as well as training more adequately for their aide duties.

In New Careers programs, which are federally funded, aides usually spend half their time in formal educational institutions and are paid for doing so. It is generally thought to be highly desirable that all aides who will have instruction-related functions be given as much formal training as possible in child development, child psychology, and other education subjects and that both time and money be provided to support such training. This is certainly important if career progression is a part of the program. In situations where several levels of aides are employed, formal training is usually built into the aide program.

In a few locations, cooperative arrangements have been worked out with local institutions, usually junior colleges, to design specific programs tailored to the needs of aides. In other cases, colleges or universities have provided special summer training.

One need that so far is almost totally unmet is the inclusion of training in the use of aides in teacher education courses. Young teachers, in particular, appear to have difficulty in working with aides, and since aides are a permanent and growing part of American education, it is essential that training for their use be provided.

Complete effectiveness of the aide program demands that both aides and teachers receive more training than is now typically the case. Many aides function very well in spite of the lack of training, but they would probably be much more useful if their skills were more fully developed through training.

Performance Evaluation

Aide performance is usually evaluated on a regularly scheduled basis (every six months or every year), using forms and procedures employed for other school personnel in the district. This approach is particularly likely to be the case if aides are part of the classified personnel system, as they often are. Performance is usually evaluated on the basis of ratings in various performance categories. The ratings typically are made by teachers or other immediate supervisors and reviewed by principals or members of the staff of the personnel department or both. In those systems having several levels of aides, wage increases may be contingent on acceptable performance ratings. It should be noted that, for most systems, the range of aide wages is small and the general level is low. This situation is not desirable from the point of view of hiring and keeping competent aides, but funding restrictions usually make it mandatory. In spite of the low wage scales and limited opportunity for advancement, however, many aides bring both dedication and energy to

their jobs and make efforts far beyond what might be expected. High regard for their work, expressed through performance ratings, is not a substitute for better wages and conditions, but it is a reward that can and should be given to those who deserve it.

Program Evaluation

Program evaluation is much more complex than individual performance evaluation. Several approaches have been used in making such evaluations. The most common one is to prepare and administer questionnaires of various kinds to teachers, principals, aides themselves, and sometimes parents. Respondents are asked to indicate their degree of satisfaction with various aspects of the program, their opinions as to what aides should and should not do, and how their jobs have been changed by the introduction of an aide program. In some districts, such evaluation instruments have been supplemented by detailed classroom observations or self-reports by aides and teachers indicating what proportions of her time each spends in various activities. Typically, the amount of routine clerical and housekeeping work performed by teachers is reduced, their supervisory activity is increased and their instructional work with the entire class, small groups, or individual children is increased. Aides, on the other hand, spend substantial proportions of time in clerical and housekeeping chores, preparation of materials, operation of equipment, and routine instructional tasks under teacher supervision. Where this is the case, programs may be judged to be successful since they have achieved one of the primary purposes of the use of aides--that of freeing the teacher for the professional duties only she can perform.

The primary purpose of the school, of course, is the development of the skills and understanding of its students. It is assumed that if teachers can be given more time to perform their professional instructional tasks and to give more individual instruction, the students will benefit. To demonstrate the effectiveness of the aide program, achievement or other factors must be measured with respect to the pupils themselves. Some districts have attempted this as a means of evaluating aide programs, but it is difficult because of the problem of exercising adequate measurement controls. Valid comparison requires that the only difference between schools or between classrooms within a given school be the presence or absence of aides, so that if differences in achievement are detected they can be ascribed to the aide program and not to some unknown variable. A number of districts have achieved what they believe to be adequate controls and have compared classrooms or schools to determine the effects of introducing the aide program. In some of

these cases, student achievement appears to have been greater in classrooms having aides, but much work remains to be done before this result can be demonstrated conclusively on a broad scale.

One thing that may be said with complete assurance is that almost without exception, school districts having aides would be very reluctant to give them up. In many cases, federal funds have been supplemented by local funds to ensure stability and to increase the scope of aide programs. Teachers, who may have been very reluctant to have aides in their classrooms, now feel that they could not get along without them. Administrators are usually very favorably disposed toward the program, because aides make it possible for them to use their instructional resources more effectively. Parents also wholeheartedly approve of the aide concept.

Problems

The single most common problem faced in most school districts is uncertainty about the level of funding for aides from year to year. Typically, districts do not know until midyear, after they have hired aides and made commitments to them for at least the full year's employment, whether or not they will receive sufficient Title I money to support the program at the planned level. This situation has often meant that local money must be found, which is difficult if not impossible when the school budget is set, or that aides must be dropped or reassigned in the middle of the school year. Further, unless there are increases in funding each year, the program inevitably declines because of increased salary and other costs. To cope with these problems, some districts have set aside contingency funds if possible from local tax sources to make up for changes in federal funding. It is felt that truly effective aide programs cannot be developed unless there is reasonable assurance of continued funding at an adequate level for at least five years, and such assurance is very rare.

III THE ROLES AND FUNCTIONS OF AIDES

The roles and functions of aides are remarkably diverse. They range from lunchroom assistants and hall and playground monitors to substitute teaching. There are legal, professional, and practical limitations on aide functions that form one of the boundaries on aide employment. The other boundary is frequent failure to make full use of their talents by assigning them only routine tasks, often requiring little more than that they be physically present for a certain number of hours a week. Many districts have prepared job descriptions that place limits on what aides are permitted to do. Some have provided for increasing responsibilities as aides gain experience in their jobs.

The rapid development in the employment of aides in recent years has led to a need for precise definitions. A number of states have now developed guidelines specifying the legal limitations on instructional functions permissible by aides. Some also suggest professional and ethical limitations, and others list specific functions that may properly be performed by aides and those that may not.

In view of the broad variation in legal requirements, in educational environments, and in local needs, it is not possible to write job descriptions or lists of duties that are rigidly applicable even in a majority of situations. It may also be desirable where possible, to permit teachers, aides, and other participants to develop cooperatively over a period of a few months to a year, a list of duties that will best fit local requirements for providing pupils with optimal learning opportunities. The experience of others in developing guidelines is valuable in any case, however, and lists of suggested functions are presented here for whatever local use may be appropriate. What follows draws heavily on state guideline documents from Pennsylvania, Arizona, South Carolina, Illinois, and Oregon and incorporates material from many school districts.

The amount and kind of professional supervision given is crucial in deciding what duties aides can and should perform. There is almost universal agreement that the diagnosis of educational needs and the planning and design of programs and procedures to meet those needs is a professional function. The degree to which aides may participate in planning and implementing such programs varies widely, however, as does the amount of supervision felt to be necessary for aides in these roles.

The teacher may plan cooperatively with the aide. She may do all of the planning herself and assign clearly limited implementation duties to the aide. The teacher may wish to work with individuals or small groups on particular learning problems while the aide drills other class members, listens to reading, or the like. In some situations, teachers are permitted to leave the class in charge of the aide only in an emergency and then for as short a time as possible. At the other extreme, aides may serve as substitute teachers, although this responsibility is usually delegated only to those who are highly qualified and who may lack only certification. Aides may tutor individual children or groups, using materials and techniques chosen by or designed by the teacher. Delegation of responsibility is always difficult, and it may be particularly difficult for teachers who are accustomed to taking full responsibility for all classroom actions.

The following clerical and instruction-related functions were considered by the majority of the sources studied to be appropriate for aides:

- Preparing flash cards, charts, or other audio-visual materials under teacher direction.

- Keeping attendance and health records. There is disagreement as to whether aides should keep grade records, but it is usually permitted if they have been specially instructed as to the need for confidentiality.

- Operating audio-visual equipment, such as projectors. When aides are introduced into the classroom, the use of such equipment is often substantially increased.

- Hearing requests for help and expressions of learning difficulty from pupils, and reporting such matters to the teacher. The aide responds only if generally or specifically authorized by the teacher.

- Reading aloud or listening to children reading.

- Tutoring individuals or small groups of children on well-defined subjects for which the teacher feels the aide is competent. In most cases, the teacher is expected to be present in the classroom when such tutoring takes place.

- Scoring objective tests. Some districts permit scoring, but not grading. In others, aides may grade subjective tests or read themes.

- Monitoring pupil activity during study periods.

- Escorting children on errands outside the classroom, but within the school.

- Making arrangements for field trips. It is usually required that certificated professionals be in charge of the field trips, but aides may go along to assist.

There is a general category of tasks that are difficult to define relating to listening, supporting, emphasizing, inspiring, or serving as a trouble shooter. Disadvantaged children, in particular, are usually very quick to detect the feelings and attitudes of other students and are very sensitive to deficiencies in their relationships with others. Aides can watch for signs of trouble. They can encourage pupils and allow them to demonstrate special skills. They can interest pupils in the various activities available in the classroom. They can talk to pupils who are upset. Most of these activities do not require special skills or training--only the simple acceptance of, and liking for, children.

One of the most important benefits of an aide program is related to the above. If, as is often the case, aides are from ethnic or economic backgrounds similar to those of the children, they can serve as an example of success in what the children believe is a hostile world. The aide's ability to do a useful job in the classroom and to help children to learn can indicate to the child that there is hope for himself and others like him.

There is much disagreement regarding the extent to which aides should discipline children. This responsibility is generally felt to be a professional function, but on the playground, in the hall, or in the classroom when the teacher is absent, aides do in fact often perform minor disciplinary acts. They represent adult authority, and their failure to discipline in situations where discipline is clearly called for may undermine the maintenance of order generally. This situation may be a source of conflict between teacher and aide, however, and both should understand and observe the limits of aide disciplinary functions.

Another category of tasks is related to the community and social work of aides. Aides who perform these tasks may be individuals employed by the school system to serve only as liaison between the home and the school. More commonly, however, they are school aides who perform certain liaison functions in addition to their classroom duties. Contact between the school and the home or the community may be satisfactory in suburban or other areas of middle and high economic levels, because parents make their wants and problems known. In economically or otherwise

disadvantaged areas, however, there may be open hostility. Parents are often ill-educated themselves, may have language problems, and feel unable to communicate with school personnel. They are not insensitive to the fact that their children may not be getting adequate educations, however, and the result is frustration and anger. This problem is magnified by the too-frequent insensitivity of middle-class teachers and administrators to the problems of the parents and the inability to communicate with parents in their language. Aides who live in the neighborhood and understand parental problems because they share the same background can be enormously useful in opening lines of communication in both directions and thereby improving the learning atmosphere for the children and making the teacher's job more rewarding.

The community and social tasks of aides include:

- Dealing with attendance problems by working with parents and pupils on the importance of coming to school.
- Accompanying the teacher to the home or meeting with the teacher and parents in the school.
- Serving as a troubleshooter in identifying students' study and work problems.
- Creating and reinforcing positive attitudes of parents and students toward the school.
- Reporting problems observed in the home to counselors.
- Taking sick children home.
- Making telephone contacts with parents on a regular basis.
- Serving as a model for parents and children.
- Following through on teacher referrals of behavior, disciplinary, or social problems to counselors or parents.
- Working with individual children on their particular problems with understanding and empathy.

Community functions of aides require special skills, and it may take more time, effort, and money to set up community aide programs than is the case with other kinds of aide efforts. But the rewards of well-thought out and -operated community aide programs are very great.

In addition to all the functions specified above, aides perform almost every kind of clerical duty including typing, filing, and record-keeping.

Many districts have recorded the duties actually performed by aides, sometimes including breakdowns or estimates of time spent in various duties.

In Los Angeles, California, aides and teachers were asked to indicate the aide functions that they regarded as most helpful and aides were asked to indicate the ones they performed most frequently. The categories to be considered were instruction, record-keeping, assistance with materials and supplies, operation of equipment, home-school relations, supervision, and discipline. Assistance with instruction, and with materials and supplies, and record keeping were judged to be most helpful by both aides and teachers, and aides indicated that they performed these activities most frequently. Findings were similar for elementary, secondary, and adult education levels.

Aides and teachers in the Atlanta, Georgia, schools were asked to indicate how frequently the aides engaged in various categories of activities. Aides rated instructional assistance, home-school-community relations, parent substitute activities, conferences and referrals on behalf of pupils, and evaluation and record-keeping as their most frequent activities, with instructional assistance having far greater frequency than any other category. The teachers' responses were very similar to those of the aides and in the same order as given above with the exception that they indicated assistance with extracurricular activities as being slightly higher than evaluation and record-keeping.

The same teachers and a group of curriculum assistants who help to supervise aides indicated on another form what percentage of time was spent in each activity and what percentage they thought should be spent in each. Primary and upper elementary teachers judged that 20 percent was spent on instructional assistance and 10 percent each on evaluation and record-keeping, individual help, parent substitute, and extracurricular activities aide functions. No other activities were shown as occupying more than 5 percent of aide time. Recommendations as to the amount of time that <u>should</u> be spent in each activity were almost identical to the indicated amounts actually spent. Curriculum assistants placed heavier emphasis on instructional assistance, indicating that they thought 27.5 percent of the aides' time was used in this function and recommending that it should be raised to 37.5 percent. They also felt that aides should devote more time to evaluation and record-keeping.

In 1966-67, the California Teachers Association and the California Association of School Administrators surveyed all California school districts to obtain information about aide programs. The frequency of performance of various aide duties was assessed by computing percentages of responding districts in which each of the activities was being performed by aides. Data were further broken down by educational level.

At the preschool level, the most frequently performed functions were helping with clothing, typing class materials, duplicating tests and other materials, reading aloud, telling stories, escorting pupils on field trips, assisting in laboratories, and assisting with puppet activities. All of these tasks were performed in more than 80 percent of the responding schools.

At the elementary level, the most frequent duties and the percentages of institutions in which they were performed were duplicating tests and other materials, 68%; supervising lunchrooms, 62%; typing class materials, 61%; assisting in all-purpose room activities, 58%; correcting tests, workbooks, and homework, 55%; reading aloud, 55%; tutoring individual students, 52%; escorting pupils on field trips, 52%; and helping with clothing, 51%.

At the junior high school level, the frequency and percentages were entering grades on report cards, 82%; typing class materials, 71%; duplicating tests and other materials, 68%; administering tests developed by the teacher, 67%; and correcting tests, workbooks, and homework, 60%.

At the high school level, the most frequent functions were typing class materials, 72%; correcting tests, workbooks, and homework, 69%; duplicating tests and other materials, 69%; and correcting English themes, 51%.

For all levels, the most frequent activities were duplicating tests and other materials, 68%; typing class materials, 63%; correcting tests, workbooks, and homework, 57%; supervising lunchroom, 57%; assisting in all-purpose room activities, 54%; and tutoring individual students, 51%. It should be noted that this list is heavily weighted with elementary school responses since 75 percent of the schools responding were elementary institutions.

The survey results indicate that in California schools, the functions most frequently performed by aides are classroom clerical tasks, although tutoring appears prominently on the list.

The Bank Street College of Education in New York, in its analysis of 15 demonstration projects using auxiliary personnel in education surveyed both teachers and aides concerning the duties aides perform. Functions were grouped into the following clusters:

- Cluster I--functions related to and supporting instruction, including both affective and cognitive factors.

- Cluster II--clerical, monitorial, escorting, and general routine duties that are task-oriented rather than pupil-oriented.

- Cluster III--functions either inappropriate or of doubtful value when performed by an aide, including those considered to be poor educational practices and those in which aides appeared to be taking over professional duties. This cluster includes many disciplinary items.

Items were ranked in order of helpfulness. Of the 10 ranked highest, 5 were in Cluster I:

- Taking charge of a small group that is working on a special project while the teacher works with another group

- Helping pupils learn how to settle arguments without fighting

- Playing educational games with pupils (such as rhyming games, guessing games, finger games)

- Talking quietly with a pupil who is upset

- Interesting a restless pupil in some of the available activities.

Four of the highest ranked functions were in Cluster II:

- Preparing audio-visual materials at the request of the teacher

- Preparing bulletin board displays

- Keeping records, such as attendance and health records

- Taking charge of pupils on various occasions, such as: during lunch period, in hallways, and on the bus.

Only one of the leading 10 items was in Cluster III--stopping pupils from fighting. It was apparently felt that it was permissible for an aide to do this, since the teacher would usually decide when it was

necessary. In general, however, almost all of the items placed in Cluster III by the research team were regarded as inappropriate for aide performance by both teachers and aides. Agreement on all rankings was high.

It is obvious that no definitive list of aide functions can be produced and that variation is extremely wide. What is important is that the purpose of any aide program is to increase the learning opportunities for all students by providing assistance to overburdened professionals in education. Assistance can and should be defined very broadly; it need not be limited to routine tasks. Involvement in the instructional program is essential if aide talents are to be utilized effectively. It is perhaps desirable that no list of duties be prepared at the beginning of a program and that, under the leadership of the teacher and administrative staff, functions evolve as teacher and aide work together. There are always legal and other boundaries, of course, but within those limits, aides can support almost all instructional and noninstructional functions.

IV CAREER PROGRESSION FOR AIDES

Most of the teacher aide programs studied provide for only limited kinds of career progression insofar as increasing responsibilities and more complex functions are concerned. Some programs, make no provisions for wage increases, and in most increases are minimal. In spite of these practices, almost all individuals concerned with aide programs feel that career progression should be provided if the program is to take full advantage of aide resources. They also feel, however, that advancement should be regarded as an opportunity for those desiring it and not mandatory for the substantial number of aides who do not want increased responsibility.

Bank Street College personnel have suggested the following steps in career development:

- Aides--concerned with all school activities both in and out of the classroom, but performing routine functions such as clerical, monitorial, and custodial duties. For such aides, no specified education would be required, and training would be a brief orientation.

- Assistants--concerned with all school activities, but having a closer relationship to the instructional process, making home visits, and the like. A high school education or equivalent is suggested, with in-service training on a work-study basis while functioning as an aide.

- Associates--having more responsibility with less supervision. An A.A. degree or two years of equivalent college work is suggested, with the possibility of acquiring the required education while employed as an assistant in a work-study program.

- Teacher-intern--more involvement in diagnosis and planning than in the previous cases. A bachelor's degree and enrollment in a teacher education course leading to certification is suggested.

Few programs have more than two steps, and often the categories are only for pay purposes with no careful definition and specification of differentiated duties, responsibilities, or training required. The

Minneapolis Public Schools system among others, however, has developed career ladders for both instructional and school social worker aides. There are three steps in the progression for each type of aide, and detailed job descriptions, selection criteria, and training outlines have been prepared for each step.

Instructional Aides

Aide I is the designation given to the first level. Skills are expected to be limited, and such aides will perform only those duties designated by their supervisors. As persons in this category gain experience, the teacher may, on the basis of knowledge of aide skills and talents, assign more responsible tasks. Among general functions to be performed are:

- Assisting the teacher in noninstructional classroom activities
- Providing liaison between school and community
- Gradually assuming responsibility for child supervision and limited functions in the instructional program under teacher direction
- Observing interactions in the classroom, curriculum operations, and the functioning of the school as part of the community

There are no educational requirements for this level of aides. They must evidence a warm interest in children and in education, however, and they should want to improve themselves. New Careers aides in this category must meet poverty criteria. Priority is given to neighborhood residents, and aides are to represent a socioeconomic cross-section of the community. Special skills in music or the like may be required for some positions. They are paid at an hourly rate of $2.00.

The second level of instructional aides, Aide II, perform duties assigned by the supervisor, including all those performed at the Aide I level. They are expected to be able to assume increased responsibility with groups of students and to be more aware of classroom needs. They will become familiar with the curriculum and assume closer working relationships with both teachers and children. The selection requirements are one year as an Aide I with a recommendation for advancement and satisfactory performance in the training program. Training is concerned primarily with the development of adequate job performance and secondarily with personal efforts to advance. It is assumed that a high school

degree or equivalent will be attained by those needing it. Additional training at the higher education level is arranged through a junior college which is part of the University of Minnesota. Some parts of the training program can provide the skills necessary for entry into certain civil service positions in the school system. Aides evidencing an interest in such positions are assisted in preparing for testing and placement, but this effort is not regarded as part of the formal career pattern for aides. Pay for Aide II positions is $2.46 per hour.

Aides at the third level, Aide III, are expected to assist the teacher in all work areas. They also are expected to be sufficiently familiar with the instructional program to assist substitute teachers in maintaining classroom continuity. Their general functions include:

- Participating with the teacher in all educational planning.
- Assisting the teacher in all areas of classroom activity, including the performance of instructional activities as prescribed by the teacher.
- Participating with the teacher in program evaluation.
- Assuming supervisory responsibilities for short periods when the teacher is absent.
- Participating in parent-teacher conferences.

Aides at this level must meet minimum state certification requirements under an aide certification plan that is now being adopted. One to two years training will be required, leading to positions as Certified Aides or Career Aides. The certification plan is locally designed and does not require the participation of an institution of higher education. It allows credit for both work experience and previous training. Aides will be encouraged and assisted in continuing their educations toward professional degrees. Third level aides will be under contract with a salary of approximately $4,500 for a 38-week school year. Personnel policies will approximate those for the professional staff.

School Social Worker Aides

A particularly significant part of the Minneapolis program is the development of a career ladder plan for school social worker aides. There are three levels, as in the case of instructional aides.

Aides at the first level, Aide I, under supervision, will participate in efforts to alleviate social dysfunctions related to the school. They will assist in extending and increasing services to students to facilitate changes in the child, in the home, or in the school environment for the improvement of the learning experience. Their functions include:

- Assisting with individual children on problems relating to socio-emotional health in the classroom
- Providing a liaison between school personnel and the community health and welfare resources and agencies.
- Performing community relations activities
- Identifying and following up attendance problems by working with parents and students
- Establishing a friendly, interested, and positive motivational relationship with children who have attendance, social, behavioral, or emotional problems
- Imparting school information and concerns to parents and interpreting to school personnel the needs, anxieties, and conflicts of the parents

There are no educational requirements for the first level aides. But they must be warm hearted and personable, accepting and being capable of relating to others, and must want to help with social, emotional, and scholastic dysfunctions. They must accept supervision and respect confidentiality and be interested in self-improvement. Priority is given to neighborhood residents, and aides should reflect the socio-economic levels in the community. Aides at the first level are paid $2.00 per hour. They are expected to attain learning equivalent to a high school education through work experience and training on-the-job. Additional training is available through the University of Minnesota Junior College.

The general functions at the Aide II level are the same as those for Aide I, but greater skill and competence are expected, and more familiarization with community health and welfare resources and services and with diagnostic and treatment processes in social work. Personal characteristics required are the same as for Aide I, with the further development of nonjudgmental attitudes, objectivity and an individualized approach to client problems. One year's service as an Aide I and a

recommendation for advancement and satisfactory performance in the training program are required. The hourly pay rate is $2.46. Continuation of the training initiated at the Aide I level is expected.

Aide III functions are the same as those for the other levels but with increased responsibility and independence of action. At this level, aides are expected to (1) make nonprofessional diagnosis and treatment plans,(2) assist in identifying needs and in referring students and parents to school and community resources, (3) engage more actively in community organization functions, and (4) have training and limited supervisory duties. Aides at this level are expected to have developed satisfactory working relationships with both professionals and nonprofessionals. They must also meet state certification requirements, which are now being developed. A one year training program is planned for Certificated Aides and a two-year program for Career Aides. They probably will be paid $4,500 for a 38-week school year.

Summary

The Minneapolis program illustrates what is generally considered to be a desirable trend toward career progression in aide roles. The development of a career progression system requires the cooperation and collaboration of all interested parties, particularly teachers and other professionals who have legitimate concerns as to aide roles relative to their own. Clear distinctions must be made between professional and aide functions, and questions as to professional and aide prerogatives, supervision, and independence of aide action must be resolved cooperatively. Career possibilities will motivate aides to commit themselves to education and should increase their effectiveness; that in turn will increase the effectiveness of the entire school system in meeting the educational needs of the community.

V RECRUITMENT, SELECTION, PLACEMENT, AND REASSIGNMENT OF AIDES

Recruitment

Recruitment has generally been very easy. Job availability is announced in newspapers or other publications or by sending notices home with children. There are many more applicants than jobs in most cases. The only difficulty has been in recruiting men and particularly black men. The reasons are obvious. Men with families cannot support them at prevailing wage levels for aides. For some men, supervision by female teachers is probably unacceptable. A few programs have recruited men, but they are usually high school or college students, who take aide positions as a preliminary to or part of their professional training to become teachers. A unique senior citizen aide program in Miami, Florida, has successfully recruited both men and women. In this case, however, most of the aides are retired and the men function as aides primarily in manual arts classes.

The aide training project at Howard University, which is carried out with the cooperation of the Model School Division of the Washington, D.C., school system, also has attracted males, but they were high school students who were not subject to the limitations mentioned above. This project also represents one of the extremes in selection procedures, since a deliberate attempt was made to select students who, in most situations, would have been eliminated immediately. Most of those selected had poor academic and attendance records, came from poor family backgrounds, and had been involved in juvenile delinquency. They were regarded as potential dropouts, although the fact that they had not done so suggested some positive motivations. Teachers handled recruiting on an individual basis by seeking out those they thought might be interested in the program.

Selection

Criteria for selecting aides vary widely for different programs. The most common educational criterion is a high school education or its equivalent. College training is rarely required for first level aide positions. It may be required for those who apply for higher level aide jobs, but such applications appear to be rare. Many programs have no

educational criterion for entrance, although they may give preference to persons who have completed more formal education. As mentioned above, some programs have deliberately sought applicants with limited educational backgrounds to determine whether or not they can be trained to function effectively as aides. Most of the evidence suggests that properly motivated individuals, including those with very little formal education, can be useful and productive in aide roles.

Certain characteristics of temperament and personality may be regarded as equally or more important than formal education. Responsiveness to other people and flexibility are of primary importance. Maturity and warmth in relationships with others, emotional stability, grooming, acceptance of supervision, and a desire for self-improvement are necessary characteristics as well. These qualities are usually assessed during interviews with school or district staff personnel.

There is rarely a requirement for any particular kind of past experience, although some programs give preference to those who have worked with children in church, scouting or summer camp, or other settings. In a few instances, retired teachers have been hired. Some programs require that aides be parents of children in the district or school, and many give preference to those who live in the immediate school community. Aides in the latter two categories can be particularly valuable in establishing communication and liaison between the school and the community.

Literacy is always a requirement, but speaking and writing in accordance with rules of grammar and correct usage may not be. In-service training often includes remediation for those aides whose language skills are deficient. Number skills are often regarded as desirable, but are not usually required, and again, remedial work in service is used to upgrade such skills. There may be special requirements for bilingual aides, as in the case of the special Cuban program of the Miami, Florida, schools. In that case, aides serve not only to communicate with children and parents whose first or only language is not English, but also to assist in teaching Spanish. The ability to use and understand the language of the ghetto or of disadvantaged minorities may be more important than the ability to use standard English, since it helps to establish emotional contact with children in these categories and inspire their thrust. Special skills in music and art are desirable, but rarely required. Finally, in some programs where the focus is on clerical assistance, typing ability may be required.

Almost all programs have health requirements, and aides usually undergo physical examinations before employment and periodically afterward.

Arrest records of applicants are examined, and conviction on some offenses, particularly those having to do with children, prevents employment. Other kinds of offenses may not do so.

The qualifications of applicants are generally determined by the standard means of application blanks, interviews, and tests. Application blanks provide only the information needed for initial screening. Tests may be given to establish whether applicants have equivalent to a high school education. Typing and other clerical tests are administered where those skills are required.

Interviews are the most common method of selection. They may be conducted by the district personnel department, the school principal, teachers or special aide program consultants, or by some combination of these staff members. More than one interviewer may function simultaneously, and in a few cases applicants are interviewed in a group, so that they will be more at ease in a situation that may be unfamiliar or otherwise difficult for them. Principals are usually the key figures in the selection and hiring of aides. They may conduct all of the procedures themselves, or they may select from a list screened by the personnel department. In either case, they almost always take part in the interviewing. Where possible, teachers should also participate in interviewing applicants for aide positions in their classrooms, since possible personality clashes can sometimes be detected in this way.

An interview guide form is usually employed to ensure that interviewers cover all relevant areas and to provide a systematic way of recording interview information. One such form is that used by the Newark, New Jersey Schools. The interviewer records the applicant's name, address, and other necessary identifying information on the form. He then informs the applicant of the working hours, conditions, and remunerations to be sure that these matters are understood. He questions the applicant about language competence, availability for full-time employment, restrictions on her time, willingness to work with mentally or physically handicapped children, criminal convictions, and willingness to accept assignment in a school other than the one nearest her home if that becomes necessary. Answers to these items are recorded, and the aide is asked to read and sign the form to certify that the information is correct. The interviewer also asks about previous jobs and special talents, and explains the need for a physical examination. He asks what the applicant thinks aides do, and clarifies any misunderstandings on this point. Finally, space is provided for brief evaluations on the following criteria:

- Personal appearance
- Evidence of empathy toward the aide program and functions
- Prior training and experience
- Speech
- Special abilities
- Outward evidence of well-being

Effective interviewing is difficult even when a guide is provided, but most educational personnel who are called on to interview aides will probably have had considerable experience in interviewing in other connections. Judgments formed in interviews should be supplemented by factual information from tests or other sources where appropriate and possible and by pooling the judgments of several interviewers if additional interviews can be arranged. The interviewer's manner should be cordial and nonthreatening to try to bring out the important characteristics of personality that he needs to observe.

Placement and Reassignment

A number of placement strategies have been used. The simplest is to assign the available aides evenly to all schools that are eligible to receive them. Typically, this strategy is the first that is tried and is often continued. Some districts have felt, however, that such a broad distribution dissipated the effectiveness of aides so that they had no great impact on learning in any school. A number of these districts have restructured their programs to concentrate efforts in a few schools, although this approach often results in administrative and legal difficulties relating to the federal funding that supports most programs. No formal comparative evaluation of these placement procedures appears to have been made, and it may be very nearly impossible to conduct such studies because of the multitude of uncontrolled factors in the situation. The judgment of administrators and teachers who have participated in both kinds of programs, however, is that greater concentration of aides is desirable.

There are also problems related to the assignment of aides within a school. Some schools prefer to make aides available for limited amounts of time for teacher assistance, clerical functions, or monitoring jobs when and where the greatest need arises. In that case, the aides have many supervisors and must respond to a variety of demands from those supervisors. They may not perform to their full potential in these circumstances, because there is not enough time to develop effective working

relationships with any of the staff members. In contrast, where aides are assigned to one or at most two teachers for all or most of their activities, such close working relationships can develop, and both teachers and children are benefited to the fullest extent. The teacher-aide relationship is difficult at best, and it requires time to develop. Furthermore, when an aide has only one or two supervisors, she will quite likely have a more limited variety of tasks to perform and can develop greater skills in those tasks by concentrating on them regularly.

Aides are often used in team teaching procedures, in which case they are assigned to a particular team and are supervised by the team leader. This arrangement permits effective development of both working relationships and skills.

Another variant in assignment that may be used with either conventional classroom organization or team teaching is that of concentrating aides within the school. At one extreme, as many as five aides have been assigned to one classroom, with results apparently not much better than those achieved in a comparable classroom with only one aide. It appears that, if there are two many aides to be supervised by one teacher, the teacher may have to devote an inordinate amount of time to task assignment, work organization, and general supervision. She becomes, in effect, a manager instead of a teacher. Since the purpose of the use of aides is to free the teacher for the professional instructional tasks she is best able to perform, it appears unwise to dissipate that advantage by loading her with managerial duties that may take as much time as the clerical duties from which she has been freed. There may be circumstances in which such heavy aide concentration in a single classroom is beneficial, but organizational and training arrangements must be worked out very carefully if this is to be the case. There have been few formal evaluations of these variations, but the opinion of teacher and administrator appear to be that there should be no more than two aides per classroom.

In a team teaching arrangement, two or more aides may be used quite effectively. For example, in a school in Vallejo, California, a modified team teaching organization has been set up for three sixth grade classes, each of which had previously had a teacher and no aides. Under the reorganized scheme, two teachers and three aides handle all instruction and clerical functions for the three classes. This move has entailed careful planning, frequent joint review, and some changes during the few months it has been in operation, but the principal, teachers, and aides all feel that the scheme is working well for the students, and their own levels of satisfaction are high.

Related to the question of placement and assignment is supervision. Instructional aides are supervised by teachers, with overall responsibility resting with the principal as it does for all other school staff members. Teachers are usually not experienced in supervising other adults, and they may have insecurities and doubts as the program begins. They are often concerned that they will not be able to find enough for their aides to do. This doubt, however, is usually worked out rapidly, when the teacher considers her daily activities and realizes how many of them can be performed by someone without professional training. The essential step is to learn to delegate authority. Some teachers find delegation difficult, because they are so accustomed to performing all of the classroom tasks or because they are concerned that tasks will not be done properly unless they perform them. Teachers may also be diffident about giving instructions or directions to another adult. These problems can be solved by working out an understanding between teacher and aide as to the proper roles of each in the classroom. The aide must understand that the teacher has primary and ultimate responsibility for everything that goes on in the classroom, and that, therefore, the teacher's directions must be followed. The teacher must carefully define the tasks that the aide is to perform and see that the proper limits are maintained. This is particularly important for instructional tasks in which the aide works directly with children and for any disciplinary activities. Discipline is usually regarded as exclusively the prerogative of the teacher, but there may be circumstances in which the aide should act, and those circumstances must be understood in advance. Advance planning, day-to-day interaction, and development of an understanding of each's role are all necessary in creating an effective supervisory relationship.

Some districts have been able to provide funding for one or more teacher assistants who help in the supervision and operation of aide programs. They are usually certificated teachers, who have been released from some of their teaching duties to oversee the aide program in a particular school or group of schools. They observe the program for indications of problems and can serve as individuals to whom either aides or teachers can bring problems in their relationships. They serve a liaison function between teachers and principals, and they keep principals informed as to aide functioning. They may review aide performance ratings or make such ratings themselves. Their most valuable functions are probably general troubleshooting and serving as resource persons for the aide operation.

Reassignments are sometimes required if a particular teacher and aide cannot work together effectively or if changes in school organization take place for any reason. Such reassignments should be handled by the principal on the basis of the individual case in question.

VI TRAINING PROGRAMS

Training, in common with many other aspects of aide programs, is very diverse. In many places, a brief orientation of new aides is given, and all other training is carried out on the job, often quite informally by individual teachers to whom aides are assigned. Other districts have planned or are now operating formal pre-service and in-service training with or without the participation of institutions of higher education. Some institutions, such as junior colleges, may offer courses designed specifically for aides. In other cases, aides are enrolled in relevant courses that are part of the existing college curriculum. Some districts set up their own formal training curriculum. Workshops, seminars, and conferences are also used as training procedures. In addition to the training of aides, most districts feel that it is desirable to train teachers in aide use, and, where possible, to conduct joint training with both aides and teachers participating simultaneously.

Examples of various kinds of training programs are given here as a guide to the development of programs to fit local needs. It is essential, of course, that training be tailored to the particular requirements of the school system in which aides are employed.

Many states have issued guideline documents to assist local schools in the design and implementation of aide programs. Training is covered in these documents. One example to be cited here is from the state of Oregon.

Several kinds of training are suggested. The first is concerned with technical preparation in the use of equipment and in the details of various record-keeping systems. The second is called "Core Seminar in Human Support Fields." It does not require systematic course work, but rather seeks to provide aides with basic understandings in fields relevant to education. A third area is that of role definition. The purpose here is to ensure that aides be able to differentiate their assistance functions from the professional leadership role of teachers. It is suggested also that role definitions should develop as aides and teachers work together. Human relations training is seen as an essential fourth category. Stresses inevitably develop in the course of school functioning since education is carried out in an environment of close interpersonal relationships. Communication and trust are essential. In

addition to the above, training must provide aides with an awareness of the goals of instruction and the procedures used in basic subject areas. These procedures include working with groups, organizing instruction, individualizing instruction, and handling multiple resources. This training effort would be a survey rather than a formal methods course.

The state of Arizona has established guidelines for training and has suggested the roles that various educational institutions might have in implementing those guidelines. It is suggested first that the development of fixed, stereotyped roles for these institutions should be avoided and that training should be fitted to the specific needs and resources of each school district. Team training of teachers and aides is recommended. Training should be a continuing process starting in the preservice period, and regular training evaluation should be provided.

Six training areas are recommended for coverage in the Arizona guidelines. Each is discussed briefly.

Orientation to the total program is the first training area. This phase would be concerned with the history and significance of the use of aide personnel, as well as the career possibilities. Educational terminology would be defined, and the educational program and facilities of the school, including school regulations and practices, policies, administrative structure and communication channels, would be discussed. If ethnic minorities were represented in the school, appropriate information in this area would be provided.

The second area for training is the consideration of ethics and standards. Topics would include personal responsibility, the need for confidentiality in handling student records, respect for others, democratic ideals, the influence of adult values on children, aide relationships to both school and community affairs, and the aide role as a representative of the school system.

Training in interpersonal relationships as they affect aides, children, other staff members, and parents is the third area. Topics of concern would be motivation, communication skills (including listening), social and personal perception, use of discipline, delegation of authority, morale, community values and dynamics, decision-making and problem solving, leadership and cooperation. Training in this area may be especially difficult and dynamic techniques, such as role playing and other aspects of sensitivity or encounter procedures, should be investigated for possible use, if personnel skilled in their use are available. It is also particularly important that both teachers and aides participate in these training sessions.

The fourth area is the development of an understanding and of ways of meeting the cognitive, affective, and physical-movement needs of students. Included here are encouragement of creativity, facilitation of learning through satisfaction of physical needs, development of students' abilities in solving interpersonal problems, factors influencing learning, personal growth techniques, fulfillment of emotional needs without hurting others, development of social adequacy through practice, and respect for individual and ethnic differences.

Development of the learning atmosphere is the next area for training. Under this heading are awareness of teacher and student needs, awareness of the effect of physical well-being on performance, the importance of routine and organization for learning, appropriate classroom dress and grooming, stimulation of positive attitudes, and the influence of empathy and understanding.

The sixth and last training area suggested is the development of an appropriate repertoire of skills. This training develops the supportive skills of the aide in the classroom. Included here are development of neatness and accuracy in classroom clerical skills; reinforcement of teachers skills in all subject areas; monitoring skillls; knowledge of various school and community services; use of audio-visual equipment and materials and copying devices; accident prevention, emergency treatment of minor injuries; sanitation; remedial efforts in writing, spelling, and grammar as needed so that the aide can function more effectively in the classroom; assistance in lunchroom, hall, library, assembly, playground, and bus as needed; skill in the handwriting system used and in library work.

It should be kept in mind that the above training descriptions are intended as examples only. Each system will have to design training for its own requirements and resources. However, the Arizona guidelines are sufficiently comprehensive.

These guidelines also contain recommendations as to appropriate roles in training aides for the various entities concerned with the aide program. The state Department of Education is seen as a source of information on state resources and integrator of state efforts. It is also regarded as the source of research and of training evaluation methods and instruments.

It is suggested that the universities not maintain direct training programs for aides, but rather be responsible for the development and evaluation of training programs, by providing inputs to training design from all relevant disciplines and by doing research on training program

effectiveness. Further, the universities should be responsible for the development of training programs for teachers who will train supplementary education personnel. The following are other appropriate activities for universities:

- Helping teachers and others to learn to work with aides.
- Providing short-term workshop or institute training for aides
- Developing and evaluating demonstration and dissemination techniques

Junior colleges can also make significant contributions to the training of aides. Their role would be in developing career progression at less than the baccalaureate level. The community college can provide both preservice and in-service training. The following are suggested as junior college activities in training programs for aides:

- Participating on advisory committees
- Developing and implementing training programs tailored to local situations
- Offering sequences of aide-related courses
- Offering aide-related courses with credit transferable to four-year institutions
- In-service training of teachers who are to train aides
- Consulting on screening and counseling aides and their trainers
- Interpreting the aide program to administrators and community leaders

A training program developed for the state of Arkansas has particular relevance to the needs of rural districts. Almost all of the college and universities in the state participated in discussions of a training program designed by a committee of educational leaders for the in-service training of aides. This program was designed to provide 30 hours of instruction, divided as follows:

Topic	No. of Hours
Introduction	1
School organization and management	2
Possible duties of teacher aides and their responsibilities and interpersonal relationships	4
Ethics and legal aspects of teacher aides	1
Specific duties of aides	14
Human growth and development, child psychology, and problems of the disadvantaged	7
Evaluation	1

The program was designed to be given in various locations throughout the state. The first four items, with the exception of "School Organization and Management," were given in a single six-hour session in Fayetteville, Arkansas, on the University of Arkansas campus. The sessions, which consisted of speeches, panel discussions, and small group meetings, were attended from all parts of the State.

The sessions on "School Organization and Management" were held in each participating school district. Local school administrators briefed teachers and aides on these subjects, with emphasis on local relevance.

The remaining subjects were presented at six centers. Three of them were established at the Northwest Arkansas Supplementary Education Center in Fayetteville. The other three were at Fort Smith, Berryville, and Huntsville. Thus, the amount of travel necessary to attend one of the sessions was reduced. Each center conducted four all-day sessions. The first three days were devoted to the following subjects:

- Teachers and teacher aides cooperate to improve language arts instruction
- Production and effective use of instructional materials by teachers and aides
- Assisting teachers and aides in understanding how children learn and develop

The last day of each program was left open so that any special instruction desired by participants could be included. Music education, education of exceptional children, remedial education, first aid, and library science were the subjects chosen by the participants.

Both teachers and aides attended the training sessions. They were instructed by staff members of various institutions of higher education in the state, who were compensated for their participation.

Participants were asked to evaluate the program in terms of the value of the various subjects, particular strengths, and suggested changes. Some participants found substantial value in all of the sessions. It was suggested that future programs should be presented at a central location so that participants could be divided into more homogeneous interest areas for greater efficiency in training and concentration on their particular problems. Insufficient staff and participants at any one location made that type of homogeneous organization impossible, however.

The Minneapolis Public Schools have developed a comprehensive training outline for both teacher aides and school social worker aides. The training outlined for teacher aides is carried out by coordinators who work with aides and teachers at the job site. The outline covers both preservice and in-service training. The training is supplemented substantially by work in the Adult Basic Education Program and by skill training in the public schools and general college (two-year college) of the University of Minnesota. The Outline is presented in Appendix C.

The Minneapolis Public Schools have also prepared a program for the preservice training of school social worker aides. It is recognized that most school systems do not have social workers as such, but much of the material suggested for training them appears to be relevant to the jobs and training of community aides and to those aspects of the work of teacher aides that are concerned with home-parent-school relations. The work outlined is to be followed by extensive in-service and in-depth training. The outline is shown in Appendix C.

Minneapolis also carried out workshops for teachers and teacher aides in the summer of 1968. The workshops ran for 3-1/2 hours each day for one week. Participants were paid for attending. The program was as follows:

- Aide programs in Minneapolis and expectations for these programs in the future were discussed.

- A panel consisting of a teacher, her aide, and a principal discussed their various roles and answered questions.

- Films on educationally disadvantaged children in the schools were presented.

- Two clinical psychologists worked with teachers and aides separately to search for solutions to personnel and human relations problems brought about by staff changes in the schools.

- General, open-ended discussions were held with all participants together.

- Some skill training was provided for aides on audio-visual and supervisory activities.

Participants were asked to evaluate the workshops. They felt that the small group sessions were most rewarding and asked that future workshops include more time for teachers and aides to meet in small groups. The sessions with the clinical psychologists were also regarded as very valuable in helping to bring out and alleviate the fears and reservations of both teachers and aides about their roles and relationships. Some suggested that the skill training for aides might be eliminated since there was not enough time during the workshop session to carry it out effectively. It was felt that teachers and their aides should attend as teams and that principals should attend as well.

The workshop staff formed the following conclusions as a result of their workshop experience:

- Heavy emphasis should be placed on small groups so that individual concerns can be discussed.

- Equal numbers of aides and teachers should attend.

- Consideration should be given to separate workshops for elementary and secondary personnel and for social worker and counselor aides and professionals.

- Shorter workshops whould be organized.

Current plans in Minneapolis call for condensing the five-day workshops into a single full day of training given on a school-by-school basis. This format will help to ensure attendance of school administrators; their attendance is felt to be necessary if aide resources are to be utilized fully.

Comprehensive study and development of aide programs tailored to fit the needs of rural school systems have been performed by the staff of the School of Education at Morehead State University in Morehead, Kentucky, under the direction of Professor Milan B. Dady. The programs are being carried out in several counties in eastern Kentucky. A basic assumption of these programs is that no matter how desirable career progression may be, this concept will be implemented very slowly in most rural areas because of lack of financial resources. However, it is also assumed and recognized by most rural school administrators that formal training for auxiliaries is essential and that such training can best be carried out by local junior and four-year colleges. Such institutions should also train the trainers of aides so that training capabilities will be developed in local districts. They also should serve as consultants to local districts on training needs and methods.

Aides should be trained at least through the two-year community college level. The training need not be terminated at that point, however, since there is evidence that individuals with very little previous education who have been trained as aides and are functioning successfully in aide roles are often motivated and capable of succeeding in college beyond the two-year level. The implication of this approach is that two-year terminal programs should be developed for those who cannot or do not wish to continue beyond that point, but that four-year programs should also be provided for those who may be able to move toward becoming fully certificated teachers.

Many existing courses in community colleges are appropriate for aide training, including English, human growth and development, speech, natural sciences, mathematics, art, music, and sociology. Typing and other secretarial courses are also appropriate in many cases. All aide trainees should also complete a survey course on educational processes and a practicum course.

Morehead State University developed a model program for the associate degree for teacher associates. It is a 68-hour program, only six hours of which are new course offerings. The courses are shown below.

APPROVED COURSES
FOR TWO-YEAR PROGRAM FOR TEACHER AIDES
(Associate Degree for Teacher Associate)

Freshman Year	Subject	Credit (hours)
First Semester		
English 101	Writing and Speaking I	3
Physical Education	Activity Course	1
Science 103	Introduction to Physical Science	3
Psychology 153	General Psychology	3
Speech 110	Basic Speech	3
Health 150	Personal Health	2
	Military Science (Men) or Elective (Women)	2
		17
Second Semester		
English 102	Writing and Speaking II	3
Physical Education	Activity Course	1
Science 105	Introduction to Biological Science	3
Sociology 205	Social Institutions	3
Music 100	Rudiments of Music	2
Business 211	Beginning Typewriting	2
Education 100	Orientation in Education	1
	Military Science (Men) or Elective (Women)	2
		17
Sophomore Year		
First Semester		
Education 210	Human Growth and Development I	3
Business 237	Secretarial Skills	3
Education 212*	Preparation and Utilization or Instructional Materials	3
Art 121	School Art I	2
Industrial Arts 222	General Crafts	2
Education 250*	Practicum I	2
	Military Science (Men) or Elective (Women)	2
		17
Second Semester		
Education 236	Teaching of Reading	3
Mathematics 231	Basic Mathematics	3
Physical Education 300	Physical Education in the Elementary School	2
Economics 201	Principles of Economics	3
Health 203	First Aid and Safety	2
Education 251	Practicum II	2
	Military Science (Men) or Elective (Women)	2
		17
		68

* New Course Offerings

The model program is being reviewed. The review will probably result in the addition of an elective practicum sequence providing for specific training as a teacher aide, library aide, or aide to special reading teachers. This program will be adaptable for workshop presentation and can be conducted on or off campus. Provisions for auditing courses are also under consideration to provide for those students who cannot or do not wish to enroll for credit or to allow students to attend as a preliminary to enrollment.

The orientation of professionals in the effective use of aides is also essential. To that end, Morehead State University is planning graduate courses for teachers and administrators to be presented in workshops or other summer training activities.

The University is also considering extension and correspondence work. Twenty specially designed lessons will be prepared as a correspondence course for use locally. The first three lessons will concern growth and development of children, the team approach to teaching-learning processes, and career development of aides. Content of the remaining lessons will be worked out by local professional personnel in the two school districts where the correspondence course will be tried out. Morehead State consultants will visit the districts every two weeks to observe aides and will conduct follow-up seminars for both teachers and aides. On the first visit, the consultants will administer tests to provide a baseline for evaluating the training program and to identify individual aide deficiencies so that aides can be provided with appropriate programmed materials.

It is assumed that local schools will develop training programs related to local needs to supplement and extend college training. To assist the local schools in this regard, Morehead State has prepared guidelines for the development of such training materials:

- Materials should accurately reflect the general education level of trainees.
- Materials should relate to specific local needs in relation to rural or urban settings.
- Materials should be appropriate to the economic and cultural backgounds of the trainees.
- Materials on a given topic should be self-contained so as to assure mastery by the trainee before moving on to another subject.

- Materials should be self-explanatory so that they can be used by individuals or in small groups.

- Materials should concern actual experiences or simulate actual conditions in which aides normally function.

As consultants in planning local training programs, Morehead State University personnel work with local districts in gathering planning information for each of the topics listed below:

- Administrative and community support, general procedures, hours and number of sessions, and employment of consultants.

- Training purposes and roles of administrators, teachers, students, aides, consultants, and training directors.

- Designation of training topics as either preservice of in-service.

- Recruitment and selection for preservice training; evaluation for in-service training.

- Testing to determine needs for materials for individualized study.

- Time schedule.

- Content planning procedures, including description of each training session, purposes of each session, specific personnel assignments, materials needed, procedural outline for each session, follow-up activities for trainees, and evaluation plans.

- Evaluation procedures.

These topics represent the essential elements in planning training programs and should be tailored to the individual needs of the school system.

Certain conclusions arise from the analysis of training programs covered in the study. Training is extremely varied in content, length, format, and personnel or institutions conducting it. Training is essential to the operation of any aide program and should be undertaken on a continuing basis. It must be occupationally directed, but general education and preprofessional training should also be provided for those wanting to pursue careers in education. Preservice training is desirable, but in-service training is essential. Aides, teachers, and administrators

should be trained for their roles in the aide program, and where possible, training should be on a team basis.

Very rich training insights and descriptions of training programs are contained in the publications of Bank Street College of Education. Garda Bowman, Gordon Klopf, and other Bank Street personnel have extensive experience in the development, planning, and evaluation of demonstration aide projects. No attempt has been made to summarize this material here, because it is available in the recent publication New Careers and Roles in the American School by Garda Bowman and Gordon Klopf. Anyone planning or evaluating aide programs should be familiar with this material.

VII EVALUATION OF JOB PERFORMANCE AND AIDE PROGRAMS

In all of the aide programs studied, both aide performance and the effectiveness of the general program are evaluated. Aide performance is usually evaluated on a rating basis, using standard forms developed for either certificated or classified personnel in the system or, in some cases, forms developed especially for aides. The latter includes items applying to specific aide functions. Pay increases or promotion may depend on these performance ratings. They also are used to assist aides in improving performance in specific ways.

A form used in the Newark, New Jersey, schools is typical of those used in rating individual performance. There are four major categories with varying numbers of items to be rated under each category. A four-point scale ranging from excellent through unsatisfactory is used to rate aides on each item. The major categories are:

- Personal appearance and attitudes. Items under this category are concerned with dress, grooming, temperament, reaction in emergencies, attendance, courtesy, and willingness to give time and effort to the job.

- Relationship with children. Items here include friendliness, fairness, helpfulness, degree to which children consult the aide, liking for children, patience, sympathy, and skill in resolving conflicts.

- Relationship with the classroom teacher. Items here include punctuality, dependability in meeting commitments and assignments, acceptance of direction, initiative and alertness in meeting teacher needs, efficient use of time and materials, and assistance in keeping the room neat and orderly.

- School-community relationship. Items included are awareness of school routine and policy, knowledge and use of proper channels in communication and referral of problems, and discretion in discussing school or community matters.

Self-rating forms are also used. They are usually not scored, although aides may discuss them with their supervising teachers or principals. They serve primarily as means of alerting aides to possible

deficiencies in their performance so that they can work to correct such deficiencies. Following is a sample of items from a form used in Wilmington, Delaware:

- Do I plan for the activity that I have been assigned?
- Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
- Do I have a plan for getting children into groups?
- Do I find opportunities for giving children choices, or do I tell them what to do?
- Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
- Do I really listen to what children say?
- Do I accept criticisms and suggestions without becoming emotionally upset?
- Do I follow directions of the classroom teacher?
- Do I try to develop a friendly attitude with all of my coworkers?
- Do I give too much help to children rather than allowing them time to think?
- Do I refrain from interfering between another teacher and pupil unless called on for assistance?
- Do I avoid criticism of the children, the teacher, and the school?

Rating forms should be developed to fit the needs of the particular school system in which they are to be used. The ratings should be as specifically defined as possible, so that all raters understand them and reliable ratings can be obtained. Since the functions and responsibilities of aides vary so widely, however, it is not possible to develop a form that would be applicable in all situations.

Program evaluation is generally far more difficult than individual performance evaluation. It too must be tailored to the individual needs of the school system in which the aide program is operating. It should

always take into consideration the general and specific aims of the aide program and the functions that aides are expected to perform.

Two basic means of program evaluation are used. One is ratings of various aspects of the program in terms of value in meeting its aims. These ratings may be made by administrators, teachers, aides or parents, or any combination, and in most programs, all of these evaluators are used with the exception of parents. It appears worthwhile to include parents as a means of involving them with the affairs of the school, if feasible administrative machinery can be devised. Rating forms can be sent home with the children. But better returns can be expected if the parents can be assembled and instructed on filling out the forms or if forms are delivered to the home by aides, teachers, or other adults. It is not necessary, of course, that all parents be asked to fill out forms as long as a representative sample that is large enough can be obtained. Any reactions to the aide program from parents, even if they are informal, are valuable and should be sought.

Different forms should be designed for each group of respondents, since they will see the program from different points of view. Teachers, for example, will be aware of changes in their own classroom as a result of the introduction of aides and will be able to evaluate effects on learning and on various affective components of the classroom environment. They will be aware of shifts in emphasis in their own efforts if, in fact, the presence of aides has enabled them to spend more time on professional duties, such as the diagnosis of learning problems and the design of means to overcome them. They will know to what degree they have been relieved of routine clerical and monitoring duties. Administrators can evaluate the program in terms of increased efficiency in the use of personnel resources to attain the educational aims of the school. Counselors can evaluate it in terms of the reduction of learning problems that stem from emotional problems. Parents can observe the program's effects on their own children with respect to their willingness to attend school and general positive attitudes toward the school experience.

Observed changes in behavior, achievement, or attitude may result from the introduction of aides or from other factors, such as learning materials, scheduling, or equipment. Therefore, forms should be designed to elicit valid responses that evaluate the aide program rather than other classroom variables that may affect performance. Items to be rated must be defined in specific terms to ensure that all respondents will evaluate the aide programs rather than inadvertently consider some other factor. Ideally, comparison ratings should be made on classrooms or schools that differ only in that they do or do not use aides. In practice, this ideal is very difficult to attain, since several innovations

are often introduced in more than one place at the same time or other environmental or personal differences exist that will tend to obscure comparisons between schools or classrooms.

In Oakland, California, various categories of staff members were asked to evaluate the following services of teacher aides:

- Performing various clerical tasks
- Preparing displays, bulletin boards, and the like
- Supervising individual and small group activities
- Encouraging pupils to communicate orally
- Guiding pupils by example, redirection, and speech
- Encouraging correct pupil use of materials
- Assisting in the use of equipment and supplies
- Increasing communication between home and school

Responses were obtained and tabulated on the following ratings: "much or some value," "little or no value," and "don't require the service."

The preparation of displays and other materials was rated as "much or some value" by 88 percent of the elementary teachers. This item was rated highest. The lowest rated item was "increasing communication between home and school," but 71 percent of the teachers rated it as of "much or some value."

Among elementary administrators, 93 percent rated "performing various clerical tasks," "preparing materials," "supervising individual and group activities," and "increasing communication between the home and the school" as having "much or some value." "Encouraging pupils to communicate orally" and "encouraging correct pupil usage of materials" was ranked lowest in the "much or some value" category (77 percent). It should be noted that administrators cannot observe these two activities readily so they may have had difficulty in assessing their value.

Most of the ratings given by teacher assistants also were in the "much value" or "some value" categories.

Junior and senior high school language arts teachers rated the aide services much as did elementary school teachers, except that "encouraging pupils to communicate orally" and "increasing communication between the home and school" were rated a little lower, although still substantially approved. These teachers may have had less opportunity to observe these functions, or aides may not perform them as much at the secondary level.

Junior high school administrators gave more "don't know" responses than the other groups as might be expected, but more than two-thirds gave favorable responses on most of the items.

In another approach to evaluation, about 49 percent of the staff in schools that employ aides indicated that aide services were adequate, while 38 percent indicated a need for more services.

Interviews with parents showed that 87 percent of them were aware of the existence of aides, but only 42 percent had talked with an aide during the current year.

Evaluations of the kind discussed above indicate the general level of satisfaction with some aide services. They are not specific enough to provide much diagnostic information that can be used in further developing programs, but such specific evaluations are very difficult to design.

The Los Angeles, California, school system uses several means of evaluation, including ratings of component effectiveness, identification of educational and vocational goals of aides, and ratings of in-service education for aides.

Overall, the aide program was rated as very effective. Highest ratings at the elementary level were given to "added instructional time for teachers," "improvement of pupil learning skills," and "reduction of discipline problems." Lowest ratings were given to "effectiveness of in-service education given to teachers assigned aides," "effectiveness of in-service education for aides," and "improved relations with the community." Essentially similar ratings were given at the secondary level.

The component categories rated by respondents were:

- Improvement of pupil learning skills
- Reduction of discipline problems
- Improvement of pupil self-image
- Positive changes in pupil attitudes
- Added instructional time for teachers
- Response of parents to the program
- Increased communication with parents
- Improved relations with the community
- Effectiveness of in-service education for aides

- Stimulation for aide self-improvement
- Effectiveness of in-service education for teachers who are assigned aides
- Improved teacher morale

A special questionnaire was designed to sample parent reactions. They were taken home and returned by children. The following questions were asked concerning the aide program:

- Is your child more enthusiastic about school?
- Has he shown greater interest in his school work?
- Has the teacher been able to give your child more individual help?
- Does your child talk more about things that happen at school?
- Has your child received individual help from the education aide?
- Have you visited the class or teacher?
- Have you talked with the education aide?
- If yes, was the talk helpful to you in understanding the class program and your child's progress?
- Do you favor the continued use of the education aide in the classroom?

The items were rated on a four-point scale running from "not at all" through "much." High ratings were obtained on all items except those relating to talking to the aide and visiting the class or teacher. It is inherently difficult for parents to evaluate aide programs, since they cannot observe aide activities to any great extent and cannot be sure that changes in their children relate to the aide program and not to some other school activity. It is useful, however, to obtain parental responses that parents have not communicated to aides or teacher, such as those indicated here, so that action can be taken to increase such communications.

Recommendations for improvement in in-service education were related to greater involvement of teachers in aide training.

A secondary aim of the Los Angeles aide program (and many others) is to assist aides in attaining educational and vocational goals. Aides were asked to respond in this area as part of the program evaluation. About 83 percent expressed a desire for further education or training.

Teaching was the vocational goal of 50 percent, and 15 percent wanted to continue as aides. The remainder either did not respond (12 percent) or indicated a variety of occupational goals, many of which were education-related. At the end of the year, aides indicated that the program had had "much value" in furthering their educational and vocational goals. About 94 percent of those who took examinations to qualify for the next step in the aide career ladder passed, which is a good indication of the effectiveness of the program.

Attempts are now being made to evaluate aide programs by measuring student achievement and affective changes directly. As was mentioned previously, this method is very difficult, since the effects of using aides can only be measured if experimental controls are set up to ensure that observed changes are due to the aide program and not to some other variable. This approach requires that classrooms or schools with aides be compared with classrooms or schools without aides and that there be no other important differences in instruction or environment between the comparison units.

In Atlanta, Georgia, third grade classes in Title I and non-Title I schools were compared with respect to gains in reading achievement. The measure used was the mean number of reading levels in the Scott, Foresman series traversed during the school year. Classrooms from which the pupils came had available various combinations of Title I services--that is, reading specialists, curriculum assistants, elementary counselors, social workers, psychologists, staff teachers, tutorial programs, and aides. Controls for age and I.Q. were used, and data were computed by sex. Title I third grade pupils made significantly greater reading gains than Non-Title I pupils, although their average I.Q. score was 22 points lower. Since there were different combinations of services available to various Title I classrooms, it was possible, using analysis of variance techniques, to determine which of the services was responsible for the differences in reading gains. No significant relationship to teacher aide services was indicated in this analysis. Days absent and pretest reading scores appeared to be the important factor. It was suggested that more sensitive measures would be required to evaluate the effect of aides on reading performance. The Atlanta, Georgia, study, which was carefully done, indicated the difficulties inherent in trying to assess the effects of any one variation on classroom performance.

An experiment specifically designed to evaluate the effects of aide introduction on the development of reading readiness in kindergarten children was carried out in Minneapolis. The Metropolitan Readiness Test was used as a measure. Nine kindergarten classes taught by six teachers were used. Each classroom had approximately 30 children, of which

one-third had been Head Start participants in the previous summer. Approximately half of the classes met in the morning and half in the afternoon. Three of the teachers had both morning and afternoon classes. During the second semester, aides were introduced into some classes. The nine classes were divided into three groups. Three of the teachers taught three classes with no aides--two in the morning and one in the afternoon. The same three teachers taught three classes with five aides in each--one in the morning and two in the afternoon. Three other teachers taught classes with one aide--two in the morning and one in the afternoon. Tests were administered before the introduction of aides and approximately four months after.

The experiment was designed to evaluate at least two different ways of using aides. In the classroom with one aide, it was assumed that the teacher would use the aide as an extension of herself--as an assistant in all her activities. The use of five aides in one classroom required the teacher to think through and plan aide activities that would be in addition to her own. Since the same teachers taught in classrooms with five aides and with no aides, it was assumed that they would have to alter their teaching approaches and learning processes in these very different situations and that these differences might show up in the evaluation.

In the tests preceding the use of aides, there were no significant differences in reading readiness between the groups but there were significant differences between the sexes. To allow for these initial differences, analysis of covariance was used in the final analysis. The greatest mean gains in reading readiness and total readiness were in the classes with the teacher and one aide, and the least gain in the classes with no aides. The classes with five aides also gained more than did the classes with no aides. The overall differences in total readiness were significant at the 5 percent level. Differences in total readiness between the groups with no aides and the groups with one aide were significant at the 5 percent level, and differences between the groups with no aides and those with five aides approached significance at 5 percent. Differences between the two aided classes were not significant at the 5 percent level. For reading readiness, none of the pair differences were significant at the 5 percent level, but differences between the classes without aides and each of the other groups approached significance at 5 percent. The overall conclusion was that aides can be used to help develop reading readiness in kindergarten children, since the classes with aides had gained more than those without them. There was little difference between the classes with one aide and those with five aides. It may be that teachers in the five-aide classroom had to devote too much time to supervising aides instead of working directly with the children. Preservice training of aides might help to alleviate this problem.

Further developments in both aide and program evaluation are taking place, and it is hoped that they will be reported in the literature. It seems clear that efforts should be directed toward evaluating, in a controlled fashion, the effects of the use of aides on the behavior and learning of children in classrooms, since the primary aim of all aide programs is to improve the learning experience. This evaluation should be done by measuring the children directly, although ratings by teacher and others are obviously valuable as well, particularly in the affective domain. Measurement should also be directed toward specific aspects of aide activities to identify those that should be altered or dropped if they are ineffective or augmented if they appear to be valuable.

VIII INFORMATION ON FUNDING AND ADMINISTRATION OF AIDE PROGRAMS

Most aide programs are supported by funds provided through Title I of the Elementary and Secondary Education Act. Support for special projects is also available from other federal sources and from foundations. Some districts provide for the employment of aides in their regular budgets with local funds. This last is regarded as very desirable if it can be accomplished since it avoids the uncertainties of federal funding and permits long range planning. Even partial support from local sources tends to have a stabilizing effect on planning and implementation. Most districts would employ more aides if funds were available.

Minimum pay for aides is about $1.75 an hour, and the average is about $2.00 per hour. There are instances in which full-time aides receive between $4,500 and $5,000 per year, which appears to be the upper limit. Some aides have the same time schedule as the teachers. More commonly, however, they work about 20 hours a week. Full-time employment on the same schedule as the teachers seems desirable, since it allows both aides and teachers to learn and practice their roles and provides an opportunity for aide skills to supplement teaching skills in the most effective way.

In some districts, aides are part of the classified personnel system, are subject to the same administrative procedures, and receive the same fringe benefits as other classified personnel. In other districts, they are not in the same category and may receive no benefits except participation in the medical plan. Any special support services, such as counseling, legal aid, child care, or transportation, are uncommon, although there are usually at least semiformal arrangements for counseling. It appears desirable to integrate aides with other staff categories as much as possible by providing the same administrative procedures and services for them as for other staff members. They should feel that they are part of the school system, just as other employees do.

Turnover rates are usually low, and terminations for cause are very rare.

Appendix A

INTERVIEW GUIDE

GUIDE FOR INTERVIEW SURVEY OF THE USES OF PARAPROFESSIONAL AIDES IN EDUCATION

Name of Respondent _____

Title of Respondent _____

School District _____

1. Problems Encountered

   a. In what areas were problems encountered? (Describe)

      (1) Planning

      (2) Funding

      (3) Implementation

      (4) Community relations

      (5) Relations with professionals

      (6) Orientation

      (7) Supervision

      (8) Aide performance

      (9) Evaluation

      (10) Other

   b. How were problems dealt with?

   c. What might have been done to prevent problems arising?

2. Program Characteristics

   a. Is it part-time or full-time? If part-time, has time increased since the program started?

   b. How many aides are employed?

   c. What has been the duration of the program? Is it expected to be permanent?

   d. How is it governed and managed? Who is accountable?

   e. Was there a preceding pilot program?

f. What is the location? In all schools? If not, how chosen?

g. How was the program phased? Was the number of aides increased and, if so, at what rate?

h. Did the duties and responsibilities of aides change over time?

3. Funding

a. What are the sources of funding?

(1) Federal--If federal what programs? OE, OEO, Labor?

(2) State

(3) Local--If local, was it necessary to give up something else in order to buy aides?

(4) Foundation

(5) Combined--If so, what percentage mixture?

b. What justification was prepared to obtain the money?

c. What spending constraints are imposed?

d. Is funding phased?

e. Is program continuation guaranteed by relatively long term grants?

4. Personnel System

a. Are paraprofessionals included in the personnel classification system?

b. Are they under contract?

c. Are they unionized?

d. Are they permanent or temporary?

e. What fringe benefits, if any, do they get?

f. Compensation (is the system volunteer or paid?) If paid, answer the following:

(1) What are the salary rates for various types of paraprofessionals?

(2) Are they paid on an hourly, weekly , or monthly rate?

(3) Does the pay vary within classifications by training, experience, and background?

(4) What is the plan for increases in pay?

(5) What are the criteria for pay increases?

(6) Does the pay come from various funding sources? If so, what proportion is from each source?

5. Support Services

a. What supportive services are provided to aides?

(1) Counseling (referral system)

(2) Legal

(3) Child care

(4) Transportation

(5) Health

(6) Petty cash

6. Roles and Functions

a. What roles and functions are aides engaged in?

b. Are they both instructional and noninstructional (clerical, technical, playground, lunch or hall supervision, housekeeping, materials management, lab assistant)?

c. Have roles of aides changed over time? Toward more professional functions?

d. How have the roles of teachers or others in the system changed as a result of the introduction of aides?

e. What kind of work is done? In relation to whom--students, other aides, professionals, parents?

f. What level of work is done?

g. Do aides themselves and others see their functions as important?

h. Where do they work? In schools? In the community? In homes?

i. In what ways was the entire system changed as a result of the introduction of aides?

7. Planning

a. How far in advance did planning for the program begin? By whom was it done?

b. What sources of information were used in planning the program?

c. What political and legal barriers were encountered in planning?

8. Implementation

a. How were professionals, supervisors, and the larger community prepared for the program? What information was provided to system and community audiences, in what form, and what techniques were used?

b. Who were the key individuals, and what were their roles in designing and implementing the program? Did they come from both inside and outside the system?

c. How much local latitude was there in planning and implementation?

d. Who had the primary responsibility for planning and implementation? Same people?

e. How closely is the program monitored and by whom? Are there regular, formal checks built in?

f. Do you have descriptive literature about the program? May we have some of it?

g. How long did it take to implement the program?

9. Attraction and Recruitment

a. What were the attraction and recruitment techniques and procedures?

b. What was the recruitment rationale?

c. Was any special attempt made to recruit minorities or the disadvantaged?

d. Was any special attempt made to recruit men, particularly black men?

10. Selection

a. What are the selection procedures?

b. What are the selection criteria (age, sex, residence, language, education, race, previous income (welfare), arrests, experience)?

c. Who makes the selection?

d. What tests are used?

11. Placement

a. What are the placement strategies and policies?

b. What is the ethnic or racial mixture?

c. Are there policies on placement by sex?

d. What levels and kinds of jobs are felt to be fillable by aides?

e. How does the aide program relate to the filling of shortages?

f. What are the reassignment rules and provisions?

12. Training

a. Who conducts the training?

(1) In-house--who is responsible and actually does the training?

(2) University, college, junior college?

b. What kind of training is conducted?

(1) Preservice

(2) In-service

(3) Vestibule

(4) Formal

(5) On the job

c. What is the source of training funding?

d. What is the ratio of work time to training time? How directly is training work-related?

e. Are aides compensated for training time?

f. Is there degree credit?

g. Where is the training conducted?

h. Are supervisors present when training is conducted?

i. Are training materials for home study available? If so, may we have copies?

j. What is the duration of training for each type of aide?

k. What are the methods and criteria for determining job readiness both for initial entry and promotion?

l. Are there extension or continuation programs that can be used by aides?

m. Are teachers trained in the use of aides? If so, by whom, to what extent, what methods are used, and is teacher's time compensated for in any way?

n. What schools of education are preparing teachers to work with aides? Is it on an extension basis?

13. Supervision

a. Who supervises aides?

(1) Central district office? If so, what individual?

(2) Principal or assistant principal?

(3) Teachers?

(4) Other? (specify)

b. Is supervision on a one-to-one basis? If not, what ratio?

c. Is supervision an operational function or an additional duty? Is there released time, extra pay, or status for supervisors?

d. Were all duties restructured to accommodate the needed supervision or was it simply added? Were there new hires, reduced teaching loads?

e. How much latitude are supervisors (particularly teachers) given in assigning duties or in disciplinary actions?

f. Are aides responsible to more than one supervisor?

14. Evaluation

a. What was the purpose of the evaluation of the program? How does it relate to the goals of the program?

b. What evaluation methods were used?

c. What types of evaluation instruments were used?

d. How often is the program evaluated?

e. Is the evaluation centerd on students, teachers, parents, the community, or all?

f. What was evaluated and why was this regarded as important to evaluate?

g. Was evaluation in the achievement or affective domain or both?

h. Who designed and conducted the evaluation?

i. Who uses the evaluation results?

j. Was there parental participation in the evaluation?

k. Are there state or federal constraints on evaluation? or evaluation requirements?

15. Turnover

a. What is the turnover rate by category or type?

b. Are dropouts followed up?

c. What reasons are given by aides for dropping out?

d. What does the respondent feel are the main reasons for dropping out?

e. What countermeasures have been taken to reduce turnover?

f. What is the critical crossover point? How many months after entering the program do aides tend to drop out?

g. What are the termination rules and processes?

16. District Characteristics

a. What is the average daily attendance?

b. How many teachers are in the system?

c. What is the cost per ADA?

d. Is the district urban, suburban, or rural?

e. What is the ethnic composition of the district? Students and teachers?

f. What is the tax base and sources of funding?

g. What is the type of district (elementary, secondary, unified)?

h. What is the drop-out rate?

i. What proportion of students go to college?

j. Is the district a model or experimental district? What is its innovation history?

Appendix B

NAMES OF INDIVIDUALS WHO CAN PROVIDE INFORMATION
ON AIDE PROGRAMS IN VARIOUS SCHOOL DISTRICTS

Appendix B

INDIVIDUALS WHO CAN PROVIDE INFORMATION ON AIDE PROGRAMS IN VARIOUS SCHOOL DISTRICTS

Dr. Garda Bowman
Bank Street College of Education
216 West 14th Street
New York, N.Y. 10011

Miss Ann Burkhart
Personnel Specialist
Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia 30303

Mr. Stanley Lair
Director of Personnel
Cincinnati Public Schools
230 East 9th Street
Cincinnati, Ohio 45202

Mrs. Gertrude McDonald
Fremont Unified School District
Fremont, California

Mr. Samuel Gibson
Kansas City Public Schools
1211 McGeer Street
Kansas City, Missouri

Professor Milan B. Dady
Morehead State University
Morehead, Kentucky

Mr. Bart Roche
Director of Classified Personnel
Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89109

Mr. John Altizer
Director Non-Instructional Personnel
Dade County Public Schools
1410 N.E. 2nd Street, Room 101
Miami, Florida

Mr. Fredrick Hayen
Consultant for Teacher Aides
School Administration Building
807 N.E. Broadway
Minneapolis, Minnesota 55413

Mr. Herbert Dixon
Personnel Director
San Jose Unified School District
160 S Park Avenue
San Jose, California

Mr. Daniel W. Norton
Assistant Superintendent in Charge of Personnel
Board of Education
31 Green Street
Newark, New Jersey 07102

Mr. Andrew J. Viscovich
General Coordinator ESEA Compensatory Education
Oakland Public Schools
102 S Second Avenue
Oakland, California 94601

Miss Rowanetta Allen
Prince George's County Public Schools
Upper Marlboro, Maryland

Mr. Joseph Wardlaw
Vallejo Unified School District
Vallejo, California

Mr. Boyd Harris
District of Columbia Public Schools
415 12th Street
Washington, D.C.

Mr. Daryll Grinnell
Director of Personnel
Waterloo Unified School District
1516 Washington Street
Waterloo, Iowa 50702

Mrs. Jane M. Hornburger
Assistant Director, Classroom Aides
Wilmington Public Schools
625 East 10th Street
Wilmington, Delaware 19801

Mr. Walter J. Lansu
Administrative Coordinator
Division of Secondary Education
Los Angeles City Schools
3421 West Second Street
Los Angeles, California 90004

Appendix C

OUTLINE OF PRESERVICE TRAINING
FOR SOCIAL WORKER AND TEACHER AIDES
FROM MINNEAPOLIS PUBLIC SCHOOLS

Preservice Training Program

I. Introduction

A. What is the Teacher Aide Program?

1. How it was started
2. Description of its structure in the Minneapolis Public Schools
3. Goals and directions

a. Provide quality education for all children
b. Building school and community relations
c. Nonprofessional supportive help for staff

II. You and your work

A. Salary

1. Hourly wages and pay day
2. Upgrading schedule
3. Holidays
4. Absences
5. Job expenses
6. Insurance
7. W-4 forms

B. What is expected of you?

1. Completing assigned tasks
2. Calling in if late or ill
3. Perceptive observation
4. Perform duties to the best of your ability
5. Cooperate with staff

C. Your relationship with other staff members

1. Group responsibility
2. Teamwork and cooperation
3. The need to communicate
4. Problem of competition
5. Giving and taking criticism in a group

D. How we get in touch with you

1. During working hours
2. At home

E. Identification

1. Introducing yourself to the parents and children

a. Who you are (not a teacher)
b. You are community resident
c. Define the program
d. Define why you are there

Inservice Training Program

I. You, your supervisor, and students

A. What your supervisor contributes to program

1. Information
2. Motivation
3. Criticism and compliments
4. Evaluation
5. Perception of broader concepts, goals, problems
6. Helps teacher aide organize his time
7. Relates with the higher staff

B. Supervisory problems with teacher aide

1. Fears in relating to aide

a. Racial prejudice
b. Social-economical gap
c. Educational gap
d. Making mistakes and admitting them
e. Fear of being disliked

2. Difficulty in making honest evaluation

a. He's a nice guy
b. "What will happen to him?"
c. "Well, sometimes he works well."
d. "He'll turn the neighborhood against us."

C. What neighborhood worker contributes to program

1. Link with the community

a. Knows the problems of the community and communicates to school staff
b. Communicates with the community
c. Has knowledge of community life style and community "secrets"
d. Problems arising out of the neighborhood worker role

1. Professional distrust of neighborhood worker
2. Neighborhood residents distrust "whitey's" man
3. Neighborhood worker distrust of "whitey"
4. Being bought off by the power structure

D. Responsibility of teacher aide to supervisor

1. Act as "cultural translator"--communicating with parents
2. Point out to supervisor where his weaknesses lie in relating to community residents and offer suggestions to improve the situation
3. Explain to the teacher what problems in the community are most pressing
4. Make people and organizations in the community aware of the school's program
5. Assist teachers in school projects (calling to invite to PTA meeting; calling to invite to classroom for program)
6. Ask teacher for help when it is needed
7. Avoid becoming an errand-type worker

E. Responsibiility of aide to children

1. Work in child's best interest (following teacher's advice and direction)
2. Help the child understand why teacher is asking him to do certain things
3. Help children become independent workers
4. Act as an advocate in teacher's behalf

II. Personal skills

A. Understanding your role as a school aide
B. Understanding your relationship to associates
C. Coping with your feelings

1. Frustration
2. Anger
3. Identification

D. Following instructions
E. Asking questions
F. Accepting an honest evaluation
G. Oral communication
H. Being an objective participant

III. Basic classroom skills

A. Establishment and maintenance of a healthy classroom environment

1. Attitude toward relationship with children
2. Communication with class

3. Decorating the classroom

    a. Bulletin board
    b. Interest centers
    c. Displaying children's work

B. Relating to children

1. Establishing responsibilities as disciplinarian
2. Working with individuals
3. Working with small groups
4. Supervising the total class

    a. Activities appropriate for grade level
    b. Recognizing attention spans

C. Independent Activities Supervision

1. Time spent with each child
2. How much direct instruction
3. Approach used in working with child

D. Beginning Modern Math Skills

1. Terminology
2. Elementary concepts

E. Language Arts-Reading Approaches

1. Basal text and related Language Arts Program
2. Language experience
3. Programmed reading
4. Individual seat work
5. Independent reading

F. Audio-Visual Aids

1. Importance of aids
2. Assistance to concept building
3. Operation and care of machines

    a. Thermofax
    b. Movie projector
    c. Filmstrip projector
    d. Opaque projector
    e. Tape recorder
    f. Phonograph
    g. Listening table
    h. Adding machine

G. Approaching Community Problems

1. Roles of teacher aide

    a. School representative
    b. Parent
    c. Community resident

2. Concerns of community related to school

    a. Find out what problems exist

        1. Attitude toward school
        2. Cooperation with staff
        3. Attendance at school functions

OUTLINE OF PRESERVICE TRAINING FOR SOCIAL WORKER AIDES

I. Introduction and Orientation to the Organization (Where do you fit in?)

A. New Careers Program - a description of the organization and its structure (organizational chart)

1. Federal funding
2. Local New Careers office

a. Training Center
b. University of Minnesota
c. Adult Education - Holmes

3. Minneapolis Public Schools
4. Building assignment

a. Principal
b. School Social Worker Supervisor
c. Other staff

5. Goals and directions

B. Title I Program

1. Federal funding
2. Local funding
3. Minneapolis Public Schools
4. Building assignment

a. Principal
b. School Social Worker Supervisor
c. Other staff

5. Goals and directions

II. You and Your Work

A. Salary

1. Service reports, pay periods, hourly wages, and pay day
2. Upgrading - advancement - raises
3. Sick leave
4. Absences
5. Holidays - vacations

6. Auto allowance, reimbursement
7. W-4 deductions
8. Garnishment

B. Benefits

1. Insurance

a. Workman's Compensation
b. Hospitalization

2. Reference

C. Miscellaneous

1. Transfer
2. Separation - termination
3. Professional growth

D. Grievance and employee counseling procedures

1. Supervisor
2. Principal
3. Coordinator - Consultant
4. Project HELP (New Careerist)
5. New Careers Administrative Office (New Careerist)
6. Community Service Centers

III. What Is Expected Of You?*

A. You

1. Call in if late or ill to inform your supervisor
2. Perform desk and/or telephone reception and contact work
3. Complete assigned tasks
4. Maintain daily contact reports
5. Maintain case records
6. Observe confidentiality
7. Perform all duties to the best of your ability

B. You and Other Employees

1. Group responsibility
2. Cooperation - team approach to social work problem solution
3. The need to be open about what is bothering you

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* This modified and adapted section as well as Sections IV, V and VI were partially taken from Carol Hunter's Training Program Outline for Trainers of Neighborhood Aides, Legal Service Programs, Second Edition (New Haven, Connecticut: Dixwell Legal Rights Association, 1967), pp. 1-6.

4. Problem of rivalry
5. When to discuss cases with other employees
6. Giving and taking criticism in a group
7. Being selective in discussing personal history and your concerns with others

C. You and the Community

1. Introducing yourself to the community residents

a. With social worker
b. You - alone (home visits, office calls, and telephone contacts)

i) Who you are (i.e., not a social worker)
ii) Where you are from
iii) Define the organization
iv) Define why you are there

2. The influence of approach and appearance on client's response

a. May or may not let you into the home
b. May or may not tell you the problem
c. May or may not tell you the full story

IV. You and Your Supervisor

A. What supervisor contributes to program

1. Information
2. Motivation
3. Criticism and compliments
4. Insights as observed by someone detached from the particular situation
5. Coordination of larger programs
6. Perception of broader concepts, goals, problems
7. Makes available his power of title
8. Helps aide organize his time
9. Relates with the higher echelon
10. Evaluates aide's work
11. Integrates theoretical learning with on-the-job work experience
12. Provides the means by which the aide can arrive at a high degree of paraprofessional status and competence

B. Supervisory problems with social worker aide

1. Fears in relating to social worker aide

a. Racial prejudice
b. Social-economical gap
c. Educational gap

d. Making mistakes and admitting them
e. Fear of being disliked
f. Professional insecurity
g. Threatened by aide's ability and aggressiveness to reach clients and work with them
h. Unwilling to accept the nonprofessional's experiences, personal knowledge of the low-income and/or "hard-to-reach" client's needs and motivational forces

2. Difficulty in firing employees

a. "He's a nice guy."
b. "What will happen to him?"
c. "Well, sometimes he works well."
d. "He has a lot of power contacts."
e. "He'll turn the neighborhood against us."
f. "I wouldn't want to cause him to experience failure."

C. What social worker aide contributes to program

1. Link with community

a. Knows the problem of the community
b. Has ability to speak the community "language."
c. Has knowledge of community life style and community "secrets."
d. Problems arising out of the social worker aide role

1. Professional distrust of social worker aide
2. Neighborhood residents' distrust of "whitey's" man
3. Social worker aide's distrust of "whitey."
4. Being bought off by the power structure
5. Part of the "institution"--no longer a neighborhood resident

D. Responsibility of social worker aide to social worker (supervisor)

1. Help the social worker to understand the client's hesitancy and apparent unwillingness to cooperate with the social worker
2. Act as "cultural translator"--communicating what client is saying to social worker
3. Point out to the social worker where his weakness lies in relating to disadvantaged residents and offer suggestions to improve the situation
4. Explain to the social worker what problems in the community are most pressing
5. Introduce the social worker to important community organizations and individuals who may be of help

6. Make people and organizations in the community aware of services which the social worker can offer
7. Keep records - hand in reports and assignments
8. Assist social worker in preparation of a case
9. Ask social worker for help when it is needed
10. Avoid becoming an "errand boy" type of social worker aide

V. Personal Skills

A. Coping with your feelings

1. Anger
2. Frustration
3. Condescension toward client
4. Overidentification

a. With school
b. With client

B. Following instructions

C. Asking questions

D. Accepting and giving criticism

E. Oral expression

1. Contact with staff
2. Contact with supervisor
3. Contacts with students and parents
4. Contacts with other agency personnel

F. Listening with the "third" ear--perceptive observation

G. Evaluating the aide's work in the program

1. The importance of supervisor talking to aide as soon as he spots a problem

a. Lack of participation in training sessions
b. Lack of listening to what others say
c. Lack of concern or feeling for one another
d. Lateness or absenteeism
e. Poor grooming, etc.

2. Helping the aide to understand himself better and to evaluate himself realistically
3. Coordinator - supervisor conferences
4. University of Minnesota field instructor - coordinator - supervisor conference (New Career aides)

VI. Basic Office Skills

A. Answering the telephone

1. How to use a party or multiline telephone--each building's service
2. Greeting

a. Answer with the name of the organization and social worker
b. How to cope with upset client
c. Avoid having client tell his story many times before he finds someone to help him
d. Friendliness and warmth in greeting clients
e. Controlling the conversation

3. Taking messages

a. Take complete and accurate messages (Use form #70 "Telephone Call")
b. Always offer to leave message for social worker, to help if possible if it is an emergency and can do so

4. Confidentiality

a. Do not give any information about a client to an unidentified person
b. Refer to Chapter II, Section I, page 32 Request for and Release of Information About Pupils (Procedural Handbook for Health--Physical and Mental Health, Social and Welfare Services, Safety, Psychological Services, Medical-Psychiatric Consultation Services, Minneapolis Public Schools, 1963)

B. Desk Duty

1. Introduce yourself to client and ask if you can help
2. Make client feel welcomed and comfortable
3. Review "Greeting" and "Taking Messages" above
4. Keep records of walk-ins
5. Deal with client's problem(s)

C. Personal Habits and Skills in the Office

1. Cleanliness (includes leaving office in neat condition)
2. Personal neatness
3. Promptness
4. Courteousness

D. Use of Office Equipment

1. Mimeograph
2. Ditto
3. Xerox
4. Adding machine
5. Dictaphone

VII. Social Work

A. Definition

B. Kinds/Methods

C. Confidentiality

VIII. Ways of Knowing a Family (Study Process)

A. Person-Problem-Agency

B. Process

1. Social study
2. Diagnosis
3. Treatment

C. Office visit

D. Home visiting

E. Collaterals

IX. Casework--Study (Process)

A. Definition

B. Content

1. Nature of problem
2. Person with problem
3. Causes of the problem
4. Client's solution and agency resources

C. Method

1. Relate to the client
2. Actively help client to tell about the problem and feelings

a. Definition of interviewing
b. Parts of an interview
c. Purpose of interviewing
d. Principles involved in interviewing
e. Skills involved in interviewing

f. Interviewing components
g. Client's rights
h. Feedback/listening in interviewing
i. Resistances in interviewing
j. Verbal and nonverbal communication
k. Sensitivity to client's needs and feelings
l. Questions in interviewing/neutral interviewing

3. Actively help the client to find a point to partialize
4. Actively help the client to establish eligibility for service

X. Diagnosis (Process)

A. Definition

B. Purpose

C. Diagnostic evaluation outline

D. Method

XI. Treatment (Process)

A. Definition

B. Techniques

C. Limitations

D. Evaluation of Treatment

XII. Recording

A. Purpose

B. Elements of good recording

C. Outline in structuring recording

D. Explain use of forms (#210 and 405--VT Record Card and Case Summary)

XIII. Resources

A. Review of forms used by the school social worker for in-school and community resources.

B. Tour of the administrative building of the Board of Education to acquaint the aide with the organization as well as in-school resources.

C. Tour of the community to acquaint aide with health and welfare social services to the community.

XIV. Introduction of Aide

A. Appointment with school social worker to:

1. Introduce aide formally.

2. Outline beginning tasks to be assigned.

3. Delineate expectations and goals of New Careers program to offer the aide experiences (through task assignments) that will promote growth toward a high degree of paraprofessionalism.

4. Reassure social worker and aide of continuous support, supervision and direction.

B. Contacts after placement.

Appendix

Table A

ADDITIONAL AREAS OF TRAINING NEEDED

Human relation skills

Writing skills (completing forms, reports, referrals, letters, etc.)

Clerical skills (typing, dictaphone and other office equipment operation, etc.)

Communication

Operation of audio-visual equipment

Personal grooming and dress

Use and understanding of pupil's cumulative records

Understanding behavior and maintaining discipline

Driver's training

Understanding the multiproblem family

Working with children and youth

Problems in crime and delinquency: the court system and its service

Knowing the community and its health and welfare agency structure

The school and community

Child development

Census and attendance policies and procedures